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The report of the highlights of the Southeastern Adult Basic Education Teacher Training Institute, July 10-28, 1967, presents financial changes in the State and Federal support of basic adult education; pinpoints the essential psychological, physiological, and emotional aspects of adult learning; and attempts to relate teaching techniques to these. There is a suggestion for the maintenance of communication among Local, State, and Federal authorities. Included also is the urging of adult educators to be aware of the interrelationships of the adult's needs as a worker, consumer, and user of leisure, and to recognize the need for the adaptation of curriculum and method to the adult. Reference is made to such societal forces as increased numbers in need of training, job obsolescence, knowledge explosion accompanied by technological revolution, the relationship between the actions of the militant minority groups and the awakening of social conscience, and the concept of life-long training. (nl)

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THE ADULT BASIC EDUCATION CURRICULUM AND ITS DEVELOPMENT

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and
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Highlights of Selected Papers Presented at the Southeastern Adult Basic Education Teacher Training Institute held at The Florida State University, July 10-28, 1967

Department of Adult Education
The Florida State University
Tallahassee, Florida

March, 1968

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FOREWORD

The Southeastern (Region IV) Adult Basic Education Teacher Training Institute was held July 10-28, 1967, at The Florida State University, Tallahassee, Florida. Participants attended from the States of Alabama, Florida, Georgia, Mississippi, South Carolina and Tennessee.

The Institute was sponsored by the United States Office of Education, the National University Extension Association, the Office of Continuing Education at Florida State University, and the Department of Adult Education at Florida State University.

The primary objective of the Institute was to provide the opportunity for ABE instructional and administrative staff to acquire certain skills, understandings and attitudes that would be helpful in the development, implementation and evaluation of ABE programs.

State Directors of Adult Education from the six states in Region IV were of considerable assistance in helping design the Institute, in providing personnel to serve on the staff and in selecting dedicated teachers to participate in the Institute program.

Dr. Irwin R. Jahns was the program director, assisted by Mr. Henry G. Brady, Jr. Dr. Charles O. Jones was the coordinator of institutional services for Florida State University. The following personnel served as staff associates from the several southeastern states: Mr. Joe Baddley, Mississippi; Mr. Allen L. Code, Sr., South Carolina; Mr. Billy Glover, Tennessee; Mr. W. W. Miley, Florida; and, Mr. Norman O. Parker, Alabama.

The materials presented in this publication have been taken from various presentations given by faculty, resource specialists, and participants in the Institute. Except where prepared texts were offered, tape recordings of the presentations were edited to arrive at the materials presented herein. The editors assumed the prerogative of deleting certain portions of each presentation, while attempting to maintain the essential points set forth. Consequently, most of the materials in this publication represent only the highlights of the presentations. Several presentations have been entirely omitted even though they were thought-provoking and stimulating. The editors felt it undesirable to present them in the form in which they were given and found it difficult to edit them so as to maintain their central theme and their internal consistencies. Errors that have crept into the contents of this publication as a result of the editing process are solely the responsibility of the editors.

REVIEW OF THE INSTITUTE PROGRAM

Institute Learning Opportunities

The purpose of any educational program is to provide the opportunity for the learner to acquire certain kinds of knowledge, skills or attitudes. A key ingredient in this "opportunity structure," and one which is essential if we expect behavioral change to result from educational efforts, is to afford the student the chance to practice those kinds of behaviors which we expect him to acquire. This practice allows the learner to develop some proficiency, in the protected environment of the learning situation, before he is expected to demonstrate his "learning" in the outside world. Thus, the classroom is a laboratory wherein new skills are practiced, new ideas vocalized, and new behaviors encouraged.

The 1967 ABE Teacher Training Institute functioned as such a learning laboratory. Many ideas were vocalized and discussed. But unlike most "talking sessions," opportunities had been structured throughout the Institute to afford participants the chance to verbalize, practice and behave in such ways that they would be better prepared to fulfill their respective roles in ABE programs.

Some, but not all, of the learning opportunities that were structured into the Institute program included:

1. A video-tape visit to the home of some migrant workers;
2. A practicum on the development of a model ABE program;
3. An assessment of the relative merits of commercial ABE materials;
4. Exhibits and demonstrations by commercial hardware and software firms;
5. Development of a teacher's kit of ABE materials;
6. Discussion and sharing of instructional techniques for reading, oral communication, citizenship, family life, computational or pre-vocational skills;

7. Panel discussions on the programs and resources available from several State agencies;
8. Role-playing and discussion on some of the skills and concepts helpful in classroom observation, either for self-improvement or for supervisory purposes;
9. Practicum on the design of teacher training programs;
10. Design of evaluation plans for total programs or program components;
11. Preparation of teacher-made audio-visuals;
12. Visits to a computer assisted instruction laboratory and an audio-visual laboratory;
13. Manipulation of a video-tape recorder and other technological devices; and,
14. Case studies of the organization and implementation of an ABE program in a Louisiana parish and a program in northeast Brazil.

Program Content

The primary purpose of the 1967 Florida State University ABE Teacher Training Institute was to provide the opportunity for ABE instructional and administrative staff to acquire certain skills, understandings and attitudes that would be helpful in the development, implementation and evaluation of ABE programs. To achieve this end, program content was developed to encompass the following subject areas:

1. Philosophy and Social Purpose of ABE
2. Cultural, Social and Psychological Attributes of the Student as they Affect the Program
3. Planning, Organization and Evaluation of ABE Programs
4. Basic Skills in
    a. Evaluation and Utilization of Commercial Materials
    b. Preparation of Teacher-made Materials
    c. Instructional Techniques
    d. Tests and Testing
    e. Classroom Observation for Self-improvement and Supervision

5. State and Local Resources for the ABE Program
6. Teacher Training
7. Educational Technology and Audio-visual Aids
8. Organization, Policy and Procedure of State Adult Education

A variety of methods and techniques were utilized throughout the Institute. These included lecture, panel presentations, small group discussion, buzz groups, group and individual practicum, demonstration, and the like. Media which were utilized included such devices as the overhead projector, slide and movie projectors, tape recorder, video-tape recorder and others, as appropriate.

Program Objectives

The specific objectives to be achieved through the various learning opportunities that had been structured throughout this Institute were many and diverse. It was recognized that in the limited available time, none of the objectives were completely achieved. However, the objectives identified some of the desired ends toward which training efforts were directed.

The specific objectives of this Institute were for participants

1) to acquire skill in
    a. the assessment of student abilities and disabilities with respect to reading, computational and other learning deficiencies;
    b. the assessment of commercial instructional materials and teaching devices;
    c. the development of teacher-made materials;
    d. the structuring of learning experiences to complement and/or supplement available classroom materials;
    e. the development of a comprehensive ABE program (curriculum) based on societal needs and upon the personal needs of the target audience;
    f. the administration and interpretation of commercial tests;
    g. the observation and diagnosis of the classroom, including teacher-student interaction, teaching

techniques, student reactions, etc.;
   - h. the structuring and implementation of future teacher-training workshops;
   - i. the manipulation of audio-visual devices.

2) to acquire greater understanding of
   - a. the physical, social and psychological attributes of the student as they affect the ABE program;
   - b. the diversity which exists within groups commonly called culturally deprived;
   - c. the present stage of development, and potential utilization of CAI, programmed materials and other recent educational advances;
   - d. the philosophy and social purpose of ABE;
   - e. the procedure for planning an effective ABE program;
   - f. the role of testing, grade level placement, individualized instruction, progress determination and program evaluation in the ABE program;
   - g. the utilization of profile and progress data for reporting and program improvement purposes;
   - h. the effect of teacher attributes and mannerisms on student behavior (such as attendance, dropout, progress, etc.);
   - i. the diversity of public and private resources directed at problems of the poor and how these resources might be utilized in the ABE program;
   - j. the organizational structure of ABE and how it relates to (1) the general field of adult education; and, (2) to the organizational structures of the individual states attending the Institute.

3) to acquire greater appreciation for
   - a. the field of adult basic education as a profession;
   - b. the integrity and individuality of the ABE participant as a student, community member and fellow citizen;
   - c. the need to develop a curriculum that is functionally oriented to societal needs and to the problems of the student population;
   - d. the need for flexibility in implementing the curriculum to meet changing conditions;
   - e. the need for continuous self appraisal, study

and effort to improve the quality of instruction afforded the student.

Program Format

The learning experiences that have been discussed above were organized into the program schedule which is presented on the following pages.

FIRST WEEK TRAINING SCHEDULE OUTLINE

"THE ABE CURRICULUM AND ITS DEVELOPMENT"

-Background and Bases for the Curriculum-

Mon. July 10	Tues. July 11	Weds. July 12	Thurs. July 13	Fri. July 14
8:30 Registration 10:00 Break 10:30 Conference Pre-testing	8:30 "Philosophy & Social Purpose of ABE" Panel: -Hand -Ulmer -Dorland -Brady 10:00 Break 10:30 Work Groups in assigned rooms	8:30 "Cultural, Social and Psychological Attributes of the Student as they Affect the Program" -Aker 10:00 Break 10:30 "Attributes" (Continued)	8:30 "Background of Literacy Education" -Smith 9:30 "Basic Skills: Assessing the Literacy Level" -Smith 10:00 Break 10:30 "Basic Skills" (Continued)	8:30 "Programmed Materials and Teachers Kits" -Geeslin -Smith 10:00 Break 10:30 "Development of Teacher Kits" -Geeslin
L	U	N	C	H
1:30 Work Groups in assigned rooms 3:00 "Setting the Stage" -Schroeder 4:30 "Review of Institute Program" -Jahns	1:30 "Cultural, Social and Psychological Attributes of the ABE Student" -Aker 3:00 Break 3:30 "Attributes" (Continued)	1:30 "Establishing the Bases and Direction of ABE Programs" -Schroeder -Jahns 3:00 Break 3:30 Practicum 2: "Identification of Objectives"	1:30 "ABE Materials and Materials Evaluation" -Bradtmueller -Smith -Geeslin 3:00 Break 3:30 Practicum 4: "Materials Evaluation"	1:30 Practicum 6: "Construction of Teacher Kits" -Geeslin 3:00 Break 3:30 "Construction" (Continued) 4:00 Weekly Review
6:30 Banquet "Scope & Direction of ABE-A National & Regional View -Dorland	7:00 Practicum 1: "Audio-visual Operation"	7:00 Practicum 3: "Audio-visual Operation"	7:00 Practicum 5: "Audio-visual Operation"	
	Station 1--Video-tape recorder; Station 2--Overhead, Opaque and transparencies; Station 3--Cut-rate visuals			

SECOND WEEK TRAINING SCHEDULE OUTLINE

"THE ABE CURRICULUM AND ITS DEVELOPMENT"

-Developing Content and Skills-

Mon. July 17	Tues. July 18	Weds. July 19	Thurs. July 20	Fri. July 21
8:30 "Basic Skills: Techniques of Instruction" -Bradtmueller -Smith 10:00 Break 10:30 "Basic Skills" (Continued)	8:30 "Building Informal Tests & Instructional Materials" -Smith -Geeslin 10:00 Break 10:30 Practicum 8: "Test Building -Smith -Geeslin	8:30 "Developing Balanced Programs" -Schroeder -Jahns 10:00 Break 10:30 "Balanced Programs" (Continued)	8:30 "Ideas That Work: Organization and Implementation of an ABE Program" -Brock 10:00 Break 10:30 "Ideas" (Continued)	8:30 Informal Discussions with Experts -Hand, Programs -Aker, Methods -Smith & Geeslin, Materials -Parker, Counseling
L	U	N	C	H
1:30 "Standardized Tests and Their Utilization" -Smith -Geeslin 3:00 Break 3:30 Practicum 7: "Construction of Teacher Kits"	1:30 Practicum 9: "Evaluation of Materials" -Smith -Geeslin 3:00 Break 3:30 Practicum 10: "Construction of Teacher Kits"	1:30 "State & Local Resources for the ABE Program" -Yarbrough, USOE -Williams, OEO -Heil, Employment -McCollum, Welfare 3:00 Break 3:30 "Resources" (Continued)	1:30 "Basic Skills: Classroom Observation" -Jahns 3:00 Break 3:30 Practicum 11: "Planning Learning Opportunities"	1:30 "ABE Program Development in Brazil" -Guimaraes -Gueiros 3:00 Break 3:30 Weekly Review
7:00 Library; Group & Individual Work	7:00 Library; Gp. & Individual Work	7:00 Steak-out & Talent Night	7:00 Library; Group and Individual Work	7:00 Library; Gp. and Individual Work

THIRD WEEK TRAINING SCHEDULE OUTLINE

"THE ABE CURRICULUM AND ITS DEVELOPMENT"

-Methods and Methodology-

Mon. July 24	Tues. July 25	Weds. July 26	Thurs. July 27	Fri. July 28
8:30 "Developments in ABE Software & Hardware" -Staff Gp I---AV Center Gp II--CAI Center Gps III, IV & V at Exhibits	8:30 (Continued) Gps I, II, & V at Exhibits Gp III-AV Center Gp IV--CAI Center 10:30 (Continued) Gps I, IV & V at Exhibits Gp II--AV Center Gp III-CAI Center	8:30 "Structuring Teacher Training" -Nadler 10:00 Break 10:30 "Ideas That Work: Pre and In-Service Teacher Training" -Roberts	8:30 "How ABE Fits into Adult Education" -Pitchell 9:30 "Organization, Policy & Procedure of Adult Education in Our Home State" -State Directors	8:30 Practicum 13: "Implementation of Curriculum" -Staff 10:00 Break 10:30 Practicum 13: (Continued)
L	U	N	C	H
1:30 (Continued) Gp I---CAI Center Gps II, III & IV at Exhibits Gp V--AV Center 3:00 Break 3:30 Gps I, II & III at Exhibits Gp IV--AV Center Gp V---CAI Center	1:30 "Teacher Training:Design & Techniques" -Nadler 3:00 Break 3:30 "Teacher Training" (Continued)	1:30 "Principles of Program Development" -Schroeder 3:00 Break 3:30 "Results of Materials Evaluation: Participant Reports" -Smith -Geeslin	1:30 "Evaluation of ABE Programs and Program Components" -Aker 3:00 Break 3:30 Practicum 12: "Implementation of Curriculum"	1:30 Post-Conference Evaluation & Presentation of Certificates -Jones -Jahns 3:30 Farewell
7:00 Library; Group and Individual Work	7:00 Library; Group and Individual Work	7:00 Library; Group and Individual Work	7:00 Library; Group and Individual Work	

WELCOME

J. Stanley Marshall, Dean
College of Education
The Florida State University

It is a real pleasure to welcome you to our campus. This is my second consecutive year to extend greetings to participants in an ABE workshop here at Florida State University. I want you to know that I, and others in our administration, believe this is one of the genuinely important things we are doing this summer.

We hear a good deal these days about communication, about the importance of communication in enabling people to lead better lives. Certainly this means better lives in terms of economic gain and in enjoying esthetic things like reading, good literature and music. It also means better lives in the sense of being able to get along with one another. I have no doubt that the difficulties in the middle east during the past three weeks or so have been due largely to the failure of the people on both sides to understand one another. I suspect the simple acts of communication have been more important in the continuing antagonisms in the middle east than any other single factor. It is this matter of communication that you people are to address yourselves to during the next three weeks. Your task is to help people learn what is going on in the world around them and to communicate their ideas and their information to others.

I would like to recognize the supporting agencies who have seen in their wisdom that this is the institution, one of the two in the southeast, where this institute should be located. These agencies are the U. S. Office of Education, the National University Extension Association, and the National Association for Public School Adult Educators. I would also like to pay tribute to our own Department of Adult Education. I have a notion that this institute is at Florida State University for a very good reason. On this campus, we recognize that our Department of Adult Education is one of the strongest in the region. As a matter of fact, I have also heard that it is one of the outstanding departments of its kind in the country.

It is a genuine pleasure for me, on behalf of the University administration and faculty, to recognize your presence here and to extend to you a warm welcome, a friendly hand, and to encourage you to make the very best use of our facilities.

The University is here to serve you, our people are here to serve you, and we hope you will take full advantage of your presence here. I am sure Dr. Jones and Dr. Jahns, who are directly concerned with the administration of the program, will be close enough to you that you can make your needs felt to them. They will exercise every reasonable step in seeing that your needs are met. I am delighted to see you here. If there is anything we can do in my office, or elsewhere in the University, I hope you will give us the chance to serve you. Thank you very much.

WELCOME

James Fling
Director of Adult Education
Florida State Department of Education

Thank you. I would like to extend to you State Superintendent Christian's welcome to the State of Florida, to the city of Tallahassee and to Florida State University.

We are extremely proud of our adult education program in Florida and the support we receive from the University system, particularly from Florida State University. We feel that we are co-partners in adult education. Florida has had State support for its adult education programs since 1947. For several years we were one of the few states in the nation that had substantial state support. In fact, adult education classes are supported by the same amount of money that goes into elementary school classes.

One of the results of this support is that one of every ten high school diplomas issued in Florida is issued to an adult. We feel this is a pretty good record. A city school system on the far west coast is reported to issue one of every nine high school diplomas to adults. We are trying to do this on a state-wide basis.

During the past year, over 175,000 adults enrolled in the Florida program. This includes approximately 30,000 in adult basic education--both Federally and State financed. We feel that this is a good stab at trying to reach some of the 750,000 adults who have less than an eighth grade education in our State. This is really a challenge to us--we have a long way to go, but we are willing to tackle it.

There are several other adult education programs in Florida that should be mentioned. These include:

a) General Adult Education, which includes elementary and secondary education, as well as special interest courses such as citizenship and so on;
b) The General Educational Development testing program, which is directed toward the high school equivalency diploma;
c) Civil Defense Adult Education, directed toward natural and man-made disasters;
d) Veteran's Education; and
e) Migrant Adult Education, which is a new effort directed this year at 1250 migrant and farm workers in thirteen counties in South Florida. Its content is basic and pre-vocational education. A stipend is paid to participants who are provided 14 weeks of instruction.

This will give you a brief summary of the type of programs we are conducting in this State. But, I have talked long enough. Again I want to welcome you to Florida and to extend to you an invitation to stop by and visit with us at our State Department Offices.

I. BACKGROUND AND SOCIAL PHILOSOPHY OF ADULT BASIC EDUCATION

SCOPE AND DIRECTION OF ADULT BASIC EDUCATION: A NATIONAL AND REGIONAL VIEW

(Highlights)

James Dorland, Assistant Executive Secretary
National Association for Public School
Adult Education

I have three objectives in speaking to you tonight Number one is to talk briefly about Adult Education in its proper historical perspective. The second objective is to examine a few of the things that have happened during the middle third of the century. The third objective is to take a quick peek into the final third of the century.

Historical Development of Adult Basic Education

There are only a few key dates in adult basic education. Most of us are here because the federal government has committed some of its resources to solving the nation's problems of illiteracy. We are here because in 1964 the Economic Opportunity Act was passed which included provisions for adult basic education. The adult basic education that was introduced before 1964 using State and local funds was sporadic. Florida, for many years, led the way in basic education for adults.

In the fall of 1964, the Office of Economic Opportunity was created as an autonomous federal agency. During the winter of 1965, the guidelines for state plans were developed and sent out to the states. Soon the states started sending plans to the federal government saying how they were going to meet their illiteracy problem within their own state. This was only a little more than two years ago. In April of 1965, we in the national headquarters of NAPSAE said, "Let's look at the total picture and find out what's needed most of all in adult basic education." We gathered together a group of 15 or 20 people in Washington for several days of meetings. The thing which came through loud and clear was the fact that we needed to train teacher-trainers. This was April, 1965. There wasn't any money in the federal law that year for training of teacher-trainers. That was overlooked, it was too new.

The Ford Foundation was prevailed upon to provide some funds for training teacher trainees. As a result, three universities, The University of New Mexico, The University of Maryland and the University of Washington at Seattle were each able to conduct a two-week workshop in the summer of 1965. These were the first adult basic education workshops ever held. Out of that summer experience came our NAPSAE publication "Adult Basic Education--A Guide for Teachers and Teacher-Trainers."

In the summer of 1966, nine workshops were conducted through financial support from the federal program. They were administered through the National University Extension Association. One workshop was held in each of the Office of Education regions. The Florida State University was one of the institutions conducting such a workshop. This summer nineteen workshops are being conducted. You are involved as participants in one of the nineteen federally financed and sponsored workshops in a movement that is not even three years old and that has only scratched the surface as to its potential participants.

We have come a long way in two years, but we have a long way to go. You should think of yourselves as pioneers. We are still trying to discover new ways, new concepts, new approaches. If we think we have really done something in serving half a million adult Americans when we know that one million youngsters are being pushed out of our schools ever year, and we have more than sixty million adults who haven't finished high school, don't we have a tremendous task ahead of us? Don't we have to come up with a lot of new ways to face that task? It is now just two summers after it all started. Not even three dozen regional workshops have been held. You people are, in a sense, pioneers. I know that you are volunteers.

Most of you know that during the first year and a half of operation, adult basic education was administered as a delegated program. The money went to the Office of Economic Opportunity who turned it over to the Office of Education for administration. Last year adult basic education became a part of the Elementary and Secondary Education Act of 1965, as amended in 1966. It is now administered solely by the Office of Education.

Societal Developments Affecting Adult Education

Critics are constantly telling us that adult basic education is not all of adult education. This is true. I would like to sketch for you what I consider six developments that have taken place that have tremendous significance for the whole adult education movement. As I sketch these six, I wish you would construct a mental mosaic, with each development being a piece of the total pattern or configuration. You can make it any shape you want and you can attach any size to each of the six parts. To me, these six societal developments have all kinds of adult education implications. I am only going to suggest one or two implications and let your imagination take flight. I think these developments are important as we look into the final third of the century. We have solved many problems during the first two-thirds of the century but we have many unsolved problems.

One of the six societal developments that I would like to call to your attention is simply this: we are producing more people than we have ever produced in the history of mankind and they are living longer. Just think, the kid who drops out of school at age 15, 16 or 17 has every right to plan to live to be seventy, seventy-five or eighty. Just look at all those decades of frustration! With retirement age coming down and the life span going up, more and more people will have more and more leisure time. I would say that adult education is as modern as today and as obsolete as yesterday.

The second force that I want to mention is simply this: jobs are disappearing faster than we are creating them. We are automating jobs out of existence. The jobs requiring low skill levels are becoming fewer and fewer as jobs requiring higher skill become more abundant.

There are too few people with the skills needed for the newly created jobs and too many with the skills needed for the jobs that are disappearing. On one hand we have people begging for jobs and on the other hand we have jobs begging for people. This is something that we can train adults to do, to take the jobs being created.

The third development of the middle third of the twentieth century has been a knowledge explosion accompanied by technological revolution. We are learning more than we have ever learned. You have heard these figures--that knowledge doubles every ten years. We have accumulated a vast store of knowledge. We can't dispense it all from behind the desk, in the traditional lecture method. We know that we have computers, that we have video tape recorders, that we have overhead projectors, talking typewriters, electronic blackboards and all the other things. The program implication that concerns us here is "Can we tackle the problems we have to tackle with traditional methods?" How are we going to relate to the computer, to the VTR, to all these new ideas? How are we going to functionalize the curriculum, individualized instruction, deal with masses of people in a hurry? I'm not posing any answers, but I'm certainly posing some questions. We have all this new knowledge, all these new ways of dispensing it, and accumulating it, and storing it, and retrieving it. Now how do we bring the two together?

The fourth development I've posed in somewhat pedantic terms. For want of saying it a better way, I'm phrasing the fourth development this way. I think we are faced in this country with an awakening of a latent social conscience, which has been forced upon us by militant minority groups. This is not something which has come automatically or which has come voluntarily. The awakening of the latent social conscience which has been forced upon the United States by a people demanding equal treatment, or more nearly equal treatment, has implications far beyond those any of us see here. The racial mixture of this group (e.g., Institute participants--ed.) in the deep South shows that the militant minority groups in the social conscience has been awakened. This social conscience is not confined to any geographical sector, or to any particular group. This is not just the American Negro. It's also the Puerto Rican, the American-Mexican descendant.

It is anyone who has immigrated to our shores. It is anyone who is not quite a part of what we have considered the mainstream. As we try to help people become more complete Americans, we have to devise adult education programs for them, because the people who are going to receive some of the benefits of this awakening of our latent social conscience, were pushed out of our public schools, jumped out, dropped out or for one reason or another, just didn't make it.

The fifth development in the mid-twentieth century that I think has some significance is this: I think that as a nation we now accept the concept that you learn from the cradle to the grave. I don't think that there is any stigma attached to any one of you people leaving your homes to attend a summer institute. Quite the contrary, I imagine it might be a plus, status-wise. But it hasn't always been so, has it? But if we really believe that education is "from the cradle to the grave," we are going to have to change our concept of public responsibility and help finance cradle-to-the-grave education. We have made a few significant and dramatic breakthroughs, but we have many more to make before we realize that every American is entitled to an education through high school regardless of age.

And finally, development number six is a distillation or, I guess, a logical progression of steps one through five. If the other five developments have any validity, it means that we are going to have to revise our institutional and governmental responsibilities and patterns of financing. We just can not go the same old way. We are going to have to restructure some of our institutional responsibilities and find new ways of paying for the bill. It all costs money. We are all going to have to pay. There is nothing free. We are going to have to find the appropriate place for the public schools. We have an 85 billion dollar investment in our public school system which we are using only 30 percent of the time. Doesn't that give us a challenge to get that public school investment used more and more? And then, what part does the Junior and Community College play in this? What parts do the extension division and academic adult education departments play? How soon are we going to make the breakthrough when we can offer adult education as a career choice for a youngster? Can't a course in adult education be offered in undergraduate school rather than only as a graduate program?

Federal, state, local--what a mix! What an amalgamation! What kinds of problems we have. Are we going to continue to go the way of financing programs by categories or are we going to move in the direction of general aid for education? The old ways won't work. At least they won't work in solving the problems which have accumulated over the years.

For better or for worse, these are the six societal forces which I think are converging in this summer of 1967. We have heard a lot about the long hot summer. So far it has been short, and it has been hot! But that doesn't concern me as much as another phrase dreamed up in one mad moment. I wonder, if we aren't going to be in for a long hot century. We need to make the connection between riots wherever they are and undereducation and underemployment. Then we must forge programs to bridge the gap. We have to articulate a philosophy of adult education which has some political sex appeal and which is understandable. There is such a big job to be done, we can't give up! If we do, someone else will take over.

A LOOK AHEAD

The final part of my remarks will be a look ahead. I see two challenges facing you. One is a challenge of professionalism. This is a hard business to be in--to be a part-timer, a moon-lighter, a sun-lighter or whatever you call it, and still conceive of yourself as a professional. These workshops are a giant step in the direction toward professionalism, but we haven't achieved it, have we? Great universities like Florida State and their professional development programs are helping pave the way but these are like oases in the desert. There are not many of these. I'm making a plea for you to do everything professional you can do. If that means joining a local, state or national adult education organization, I hope you do it. There are a number of worthwhile professional associations.

The second challenge facing you in the future concerns programs. More than half of the questions you submitted today had to do with development of a program back home. You have a golden opportunity facing you during the next three weeks, and you are a part of that golden opportunity. You are going to learn from each other. It's an institute, it's a workshop, and you're going to have a lot of great ideas. But all of these great ideas aren't going to amount to a hill of beans unless you take the initiative to make them known to your supervisors and to your peers. We have already learned a lot, but don't we have so much more to learn about recruitment, retention, testing, counseling, development of program material, use of the new technology, team-teaching, and the whole gambit? We have the most pliable, the greatest audience in the world. That is the real romance of adult education, isn't it? If you become a more thorough professional, if you go back home and translate your new knowledge into programs, then this is going to pay off. So in a sense, the responsibility is on you.

As President Johnson has said, "Your duty, essentially, is to turn on lights." There is a lot of darkness back home, I suspect, in terms of people whose needs have not been met. You are going to have the opportunity to turn on some lights back home. I hope that your experiences during the next few weeks are going to equip you to be the best "Light-turner-oner" in your neck of the woods.

It has been a real delight to be with you. Thank you.

PHILOSOPHY AND SOCIAL PURPOSE OF ADULT BASIC EDUCATION: A PANEL PRESENTATION

(Highlights)

Henry G. Brady, Jr.
Regional Staff Specialist
Department of Adult Education
Florida State University

James Dorland
Assistant Executive Director
National Association for Public School Adult Education

Sam E. Hand, Director
Office of Continuing Education
Florida State University

Curtis Ulmer, Consultant
Florida State Department of Education

Mr. Brady:

Generally, attention will be directed this morning to the legislative background and the socio-philosophical bases underlying the national and regional ABE efforts. Emphasis will be placed on the various objectives that can and do exist on the national, state, county, institutional, teacher and student levels. How these objectives often conflict or re-inforce each other, and how they can be utilized to more effectively develop the content and methods of ABE programs will be examined. Interpretation of needs on national, state and local levels will be reviewed as well as desirable philosophical bases for teachers and administrators in planning, implementing, and evaluating ABE programs. Each panel member will speak for fifteen to twenty minutes. At the conclusion of the three presentations, we will have a panel discussion which we will open to questions which you might care to raise. We will now hear from our first speaker, Mr. James Dorland.

Mr. Dorland:

Thank you very much. I am going to talk to you briefly about legislation, and not very much about socio-philosophical bases of ABE. I have a feeling that legislation either reflects or shapes philosophy. First, I want to do a little brief reviewing.

In 1964, ABE was covered in Title IIB of the Economic Opportunity Act. This was the first time the Federal government had allocated money directly to adult education. We had vocational education money from several other acts prior to this time but this was just a small part of other legislative acts. Title IIB of E.O.A. was administered by the Office of Economic Opportunity.

In 1965, the much heralded Elementary and Secondary Education Act became Public Law 89-10. Since the Office of Economic Opportunity was administering ABE through the Office of Education when ESEA (Public Law 89-10) was amended in 1966, certain changes took place which put ABE directly into the Office of Education. These changes were in Title III of ESEA and were called the Adult Education Act of 1966. One of the things important about this Act was the amount of money attached to it. The first year of operation, about 30 million dollars was involved. This was for the fiscal year which just ended. The law stated that no less than 10 percent and no more than 20 percent of the money available could be used for teacher training, research and demonstration purposes. The regional ABE institutes are being financed by part of these funds. About half of the alloted 3 million dollars is being spent for this purpose.

We are now living in fiscal year 1968. Congress has not yet voted money for our program. The house bill asks for 30.25 million dollars and President Johnson, in his budget message last January, asked for 44 million.

Now for a few other items of interest. One of the issues now facing us is, what do we do with people who have achieved an eighth grade level of education? When we talk about the underlying purposes of adult basic education, the law is quite clear. Its purpose is to encourage and expand basic education programs for adults so that they can become more productive and responsible citizens. The President's National Advisory Committee on Adult Basic Education has said, "Let's limit, in-so-far as is possible, this program to adults who have not gone past the fifth grade level." If we have to establish priorities, I am sure that should be our first priority, but, isn't it a shame we cannot up those limits? It is not now possible to go past the eighth grade level! We are attempting to encourage the Federal government to make a commitment to high school education for adults. A couple of weeks ago, Senator Vance Hartke introduced a bill asking that adult basic education programs be extended through the high school level. He is also specifying certain areas be included in these programs, such as consumer education, parent education and civic education. He is also asking for money for leasing and renovating facilities. And, he is asking 200 million dollars, 250 million dollars, and 300 million dollars for the next three years. A pretty gigantic step forward, and one which probably is not legislatively feasible this year. But at least we are going to have the issue out in the open so it will be debated. We are going to find out whether Congress really believes that the Federal government has a commitment to take people through high school.

I think that this has program implications for you. I happen to believe that teachers and educators possess legislative power undreamed of in the past. We all grew up in a kind of philosophy that education was for educators, legislation was for legislators, and never the twain shall meet. Those days are gone forever. Legislation and education are so inextricably intertwined that I don't think we will ever separate them and I don't think we want to. But unless we make our needs, desires and wants known, we are going to be missing the boat.

So much for legislative background. We have progressed from no money in the beginning of 1964 (with about six million dollars spent that year), to about 26 million dollars spent the following year, to 30 million spent the third year. Next year we will have about 40 million dollars available. Whether we spend it wisely or not is up to all of us. Congress is saying to us as we seek money for high school education: "Why do you want money for high school education for adults when you haven't really solved the illiteracy problems?" This is a question that we have to answer; it is a question that we have to have data on and we need your help.

Dr. Ulmer:

I should like to confine my remarks to the State level of operation. I want to speak for a moment about State Plans. Each State has one. No State can spend any of the funds appropriated under federal legislation unless it has an acceptable plan. This plan spells out how these funds are to be spent. It states our philosophy of adult basic education and sets forth a workable procedure for teaching under-educated adults. To do this we have to set up a priority of objectives.

I would like to briefly remark on three facets of State objectives. One is teacher training. The second is materials development, and the third is program effectiveness.

I think it most important that we have to consider teacher training from two aspects. One is the professional training of teachers that takes place in a college or university. The other is in-service education. We must have teacher-training in the colleges and universities, but we also must have an intensive in-service education program out in the State, where I am convinced, the future of adult basic education rests. I think that the future of ABE lies in in-service training programs conducted to a large degree in the States. If we don't have adequately prepared teachers trained to do the job, then it is rather hopeless when we go into a local situation to try to bring about change on a massive scale.

I'll pass on to materials development. Two or three years ago, it would have been absolutely correct to say that there were few materials for ABE. I don't believe that is true today. We have commercial materials that are being made available primarily as a result of the influx of large amounts of federal money into the States. We have State prepared materials that are appropriate for ABE, including curriculum guides that set forth in broad detail the objectives of the State program.

Most important are teacher prepared materials. There is no way for a teacher to be effective in adult basic education without preparing many of the materials that they use in the classroom. Let me give you one brief illustration. When Medicare came out a few years ago, many of our students were vitally interested. But, they could not read the technical manuals. When the teacher in the classroom took these materials and wrote them down to the third or fourth grade level, they were used to teach reading and to teach the student facts about Medicare. We can have a vital program on the local level where a teacher will supplement materials that are commercially prepared.

There is one further thing I'd like to say about materials before I pass on. We have heard much about programmed learning. Perhaps programmed learning will be one of the most vital influences in ABE. It is impossible to give individualized instruction when you have from 15 to 20 students spanning eight grade levels. As we get more sophisticated programmed texts, then we will be able to work with the variety and differences that exist among the students to a more effective degree.

The last thing that I should like to speak about is what I have called program development and effectiveness. Program effectiveness on a local level is a culmination of many objectives or forces beginning with the passage of the Economic Opportunity Act and ending with the student in the classroom. I would like to mention two or three factors that I think are vital to program effectiveness. I don't believe we can have an effective program unless we develop an adequate administrative framework on the local level. It goes without saying we must also have it on the Federal and State level. There must be a continuity of programs. This can only be done through an administrative framework in which we have people who are in a program year after year and not just for one year. Adult basic education must be seen as a long-range program and not as a crash program. There is an old statement among educators that crash programs never work. I think that this may be true. We must have effective in-service training programs on the local level to have program effectiveness. These must be directed to the objectives of ABE, to the curriculum, and to the mores of the adult student. We must have teachers who are enthusiastic. Finally, and most important, we must have a total community involvement. Quite often we try to go it alone in education. We resent local CAP agencies, the health, welfare and other agencies who have a terrific interest in the student and who perhaps have a longer history of working with him than we do. We must use these resources if we are to be effective.

We have some potential conflicts on the Federal, State and local levels in programs. We have objectives formulated on each level. While we have a common goal, that of eradicating illiteracy, our purposes sometimes do not mesh. The U. S. Office of Education believes that substantial resources should be spent on automated equipment, innovation and research. These are worthy objectives. States attempt to get a wide geographic coverage where we have representation from every area of the State in the program. By doing this we hope to build a grass roots development that will cover our State with ABE and adult education. Local districts would like to spend every penny they could in the classrooms with a teacher facing a group of students.

Within these three, there are conflicts. There is room for argument. The State Directors of Adult Education recently voted to limit the 10-20 percent training, research and demonstration funds to a maximum of 10 percent and a minimum of zero. They would like to see more funds coming into the States. The U. S. Office of Education would like to spend more money on research, more money on pilot projects and more money on automated equipment. On the local level we would like to spend every penny that we could organizing classes in areas that need classes. It is all a matter of resources. It is all a matter of money, with the central question being, how shall we spend our money for adult basic education? I think the answer to how we spend our money is effective communication on every level. Unless the State knows what the feeling is on the local level, unless the local level knows the State and Federal, it is easy to get communications mixed up to a point that you have real conflict. If we could get a three-way dialogue between the locality, the State and Federal levels, perhaps we could more nearly achieve all three objectives. I think our primary objective is the same. But I think it is a big job. I think it is a vital job. And, I think it is one that each of us has to be concerned with.

Dr. Hand:

I have three observations I would like to make that are relevant to our discussions this morning. First, that the job of teaching or administering an adult basic education program is not an easy one. It is not for someone with a faint heart, or a lack of energy. It is a difficult task. It is a complex job. It is complex and it is difficult for two primary reasons.

First, there are many factors which mitigate against the uneducated adult coming back into school in the first place--his job, his family responsibilities, the personal embarrassment that he feels about coming into school. These and other reasons mitigate against his participation.

Secondly, there are more factors operating in the typical ABE student to inhibit his learning than we normally find in other students in other facets of educational programs. I refer to factors such as apprehension about school, anxiety over whether he can really learn, antagonism and bitterness based on unpleasant past experiences with schools. These various mitigating factors all have to be overcome before a real teaching and learning situation can exist. The problem of overcoming these factors makes the job of the teacher, the program planner or the administrator a difficult one.

The second observation I would like to make is that the time we have to do this job is too short. Most of our students are with us one year, or, at best, two years. We are expected to do a four to six year educational task in one to two years. The time is too short.

The third observation I would like to make is this: Our only hope for doing a truly effective job is to establish some very clear practical, realistic, well-understood objectives for our program. If there is any one single weakness that could be pointed to that has accounted for a lack of effectiveness in ABE programs it is the lack of a clear focus on the part of the teacher and the administrator on what the end-product is supposed to be; on what the student is supposed to know and be able to do when he finishes the ABE program. My mission here is to urge you to consider the importance of establishing some realistic, functional, valid objectives for your program.

Advance planning will enable us to get more done in a shorter period of time. It will enable us to make better use of every hour, every day in our program, if we know precisely what it is that we expect to do for the students that come to us.

This prompts me to ask a question of you. If you were requested to list in one, two, three order precisely what you, as a teacher, expect your students to be able to do at the end of the year, what would you list? How many items would you have and what would they be? Would they be meaningful, functional objectives that one could expect his students to attain during the time they are with you in the classroom?

I am going to give you a framework within which you can conceptualize and build realistic, meaningful objectives for your program. First, Mr. Dorland referred to the basic purpose of adult basic education as stated in Title IIB of the Economic Opportunity Act. The purpose was "to raise the level of education of such individuals with a view to making them less likely to become dependent on others, improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and making them better able to meet their adult responsibilities." This is stated as the purpose, the general purpose of adult basic education.

The last clause--making them better able to meet their adult responsibilities--holds the key for us. It is on this clause that I want to provide for you a frame of reference which will be useful in your efforts toward developing meaningful teaching objectives. The purpose is to make them better able to meet their adult responsibilities. What are adult responsibilities?

Educational needs grow out of responsibilities, and all adults have certain responsibilities in common. Here we have the frame of reference on which we can build meaningful objectives for the program. First, every adult is a parent or he is a family member. Many of the

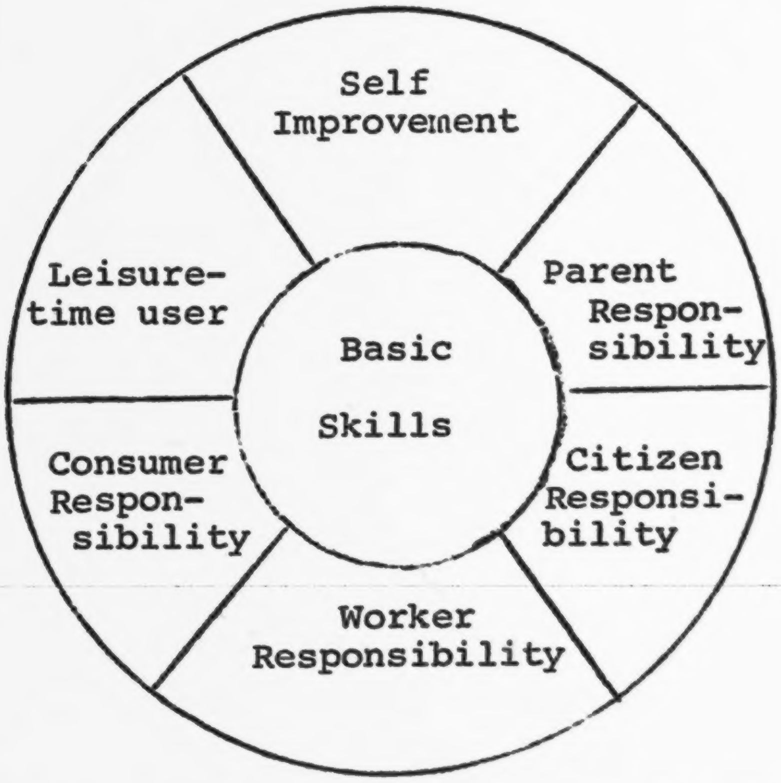
Self Improvement
Parent Responsibility
Citizen Responsibility
Worker Responsibility
Consumer Responsibility
Leisure-time user
Basic Skills

Diagram 1.--Frame of reference for developing adult basic education program objectives based on problem areas in the adult's life.

problems ABE students have that prompted them to return to school are associated with being a parent or operating a home. Out of this area of adult responsibilities might come very meaningful teaching tasks or program objectives. For example, you may want every mother to know how to make a dress for a child. You may want every parent, mother or father, to understand certain child development processes. You may want every father and mother to understand the adolescent period of children. If you know that this is one of your learning objectives, you can plan a teaching assignment aimed at reaching this objective. We could identify many objectives, but this is not my purpose. It is your purpose as teachers to get together in your planning and decide what these are.

The second thing that we could say about all ABE students is that they are all citizens. As citizens they have certain responsibilities. They have certain needs. There are certain things they will need to know and adult basic education can provide many of these. We could enumerate numerous program objectives having to do with citizenship education. You may want every student to know the Preamble to the Constitution of the United States. You may want them to have certain knowledge about all the founding doctrines. You may want them to know the differences between the executive, the judicial, and the legislative branches of government. One of the objectives may be that every member of the class will be a registered voter or that they have voted by the end of the class. But you must think in terms of specific teaching tasks in order to end up with what your purpose was in the beginning.

We can say another thing about every ABE student. He is a worker, or he wants to be a worker. As a worker, he has certain needs that education can serve. In this area again you could identify many program objectives if you are continually mindful of the problems which concern him as a worker. One of your objectives might be to teach him to apply for a job or to teach him the requirements of specific kinds of jobs. One of your objectives might be to have him learn how to fill out an application form. We could enumerate many of these.

Every adult is a consumer. We know that the income of most ABE students is very limited. We know that it is important for them to make wise use of every dollar they have. There is much we can teach in the way of consumer education in the process of teaching him reading, writing and arithmetic. But it behooves us to decide specifically what it is that we want to teach them about consumer education and to list these things so that we have day-to-day guides as to precisely what our teaching assignments are going to be. Unless we do have them, we wander in the wilderness with unrelated kinds of teaching; teaching unrelated to the kinds of objectives that we ought really to have if we are to make maximum use of the time we have available.

Every adult is also a user of leisure time. Last night, Mr. Dorland was talking about the fact that within the last 33 years longevity has increased about 30 percent and the life expectancy of a man in the United States today is 33 years greater than it was at the turn of the century. Longevity is increasing, employment span is decreasing, retirement ages are decreasing. Hence the work week is changing. The work week when I came along through school was 60 hours a week. That was reduced to 40 and now they are talking about 30. Leisure time or non-working time is becoming of greater and greater concern to society and to the individual. The increased amount of non-working time is one of the greatest challenges facing education today. Unless people view non-working time in a worthy manner, in a manner which is befitting and helpful and enjoyable to them, to their families and to society, this can be the most critical factor in American life today. Every adult is a user of leisure time and it behooves us in adult basic education as well as in all education to concern ourselves with the kind of teaching which will help equip people to use their leisure time in useful, enjoyable ways. This can be done. And you can establish definite objectives which will help accomplish this purpose.

Every adult is an individual, unique personality concerned with his own personal development. As an individual personality concerned with his own self improvement and his own self fulfillment, there is much we can do to help him develop his full potential as an individual and to enable him to live a more enjoyable, useful and productive life.

Undergirding all of these roles are areas of responsibility around which a curriculum for adult basic education can be properly built. Undergirding and cutting across all of these is the area of basic skills. You all know what I mean by basic skills--skills of communication, reading, writing, speaking, listening and computation. By the proper use and selection of materials and by following pre-planned, identified teaching objectives and teaching tasks, the basic skills can be taught along subject matter content lines which will provide answers for these people in the areas where their problems grow. That is, in parent education, citizenship education, work education, and so on.

I hope that this discussion has had some meaning for you in your efforts to establish ABE program objectives. Again let me say that the time we have, and the complexity of the job demands that we know very clearly what specific kinds of outcome we are expecting from our program and the specific kinds of tasks we must plan in our teaching.

SOURCES OF HELP FOR LOCAL ABE PROGRAMS
(Highlights)

Robert Pitchell, Executive Secretary
National University Extension Association

(Editor's note--Dr. Pitchell reviewed the several kinds and sources of help that are available to States and to local school systems in their work with ABE programs. The following paragraphs summarize some of the points made by Dr. Pitchell.)

A major resource is the teacher. The most effective teaching resource is still the teacher. Why? Because the major problem in educating the adult illiterate is an emotional problem, not an intellectual one. Studies have indicated that books do not substitute for the teacher. These studies also indicate that certain teachers have greater impact than do other teachers. But, the teacher is not the only resource that is available.

A second valuable resource is books. There are many kinds of written materials. They are worth little unless they are relevant and related to what we are trying to do. Many materials have been, and are being prepared especially for the ABE program.

Educational technology is another major resource. This is an old field, yet it is new. We have had audio-visual equipment for years. When there is value to be gained from their use, use them. We don't know all of the capabilities of recent technological developments. Decreasing costs will make such items as the video-tape recorder increasingly accessible to the classroom. We don't know how this technology will apply in the local school or classroom, but the open-minded educator is willing to test their effectiveness.

There are more or less traditional kinds of aids which are available. Here are some of the other resources that are being made available.

Creative federalism is providing several kinds of program aids. Creative federalism is a term descriptive of the combined, coordinated efforts of federal, State and local levels on the problems of adult illiteracy. As part of this effort, Congress has appropriated funds for the ABE program and has given the U.S. Office of Education responsibility for its conduct. States have also been given federal funds for staffing an ABE program. In turn, States have given local school systems funds to conduct an ABE program on the local level. Many of these school systems have hired specialists to conduct these programs.

Part of the federal funds are being used to conduct training programs for ABE teachers and administrators. In addition, nine Universities have received funding to employ a specialist in ABE. His job will be to provide assistance to States and localities for in-service training and other concerns.

An additional innovation, added this year, are the staff aides who are working as part of the Institute staff. They were recruited from the States and given special training in Detroit on the latest developments and equipment in the ABE field. Many of these aids have very high professional qualifications. When these people return to their positions in the several States, their competence will be a valuable assist in the ABE program.

At the national level, the National University Extension Association is pulling together many resource materials and feeding them into the national system. The Office of Education is doing the same thing.

The resources available to you are not inconsiderable. Many of them are new. Some are experimental. Resources are available that have never been available to schools before. We must adjust our thinking to make maximum use of them so that we can do our job more effectively.

II. CULTURAL, SOCIAL AND PSYCHOLOGICAL ATTRIBUTES AFFECTING THE PROGRAM

ATTRIBUTES OF THE ADULT AFFECTING THE ABE PROGRAM

(Highlights)

George F. Aker, Head
Department of Adult Education
Florida State University

Dr. George F. Aker conducted a group discussion of the general characteristics of adult learners. Dr. Aker stated, "Before we can really hope to identify with and understand the students in an adult basic education class, a pre-requisite is to have insight and understanding of ourselves as adult learners." A summary of the characteristics of adults identified by Dr. Aker and the institute participants include:

1. They have less acute senses of hearing and sight.
2. They are slower to learn.
3. They are less flexible.
4. They are more self-conscious.
5. They are more apprehensive and feel more anxiety.
6. They are sometimes fatigued when they attend classes.
7. They often attend classes with a mixed set of motives.
8. They have more varied frustrations.
9. They have needs which are immediate and concrete.
10. They are more realistic.
11. They are more stable.
12. They have had a wide range of experiences.
13. They feel a greater need for education.
14. They have a higher motivation to achieve specific goals.
15. They are voluntary participants.
16. They like to see theory applied to practical problems.

17. They have responsibilities of employment and and family life.
18. They assume a greater number of roles.

Following this first activity, Dr. Aker led a discussion of the cultural, social and psychological attributes of the adult basic education student which are unique in reference to other adults. Those characteristics which seem to be especially relevant or important in terms of the under-educated low-income adult are listed as follows.

1. He has greater physical disabilities in terms of visual acuity, auditory acuity and slowing down of speed of performance.
2. He is less able to perform certain manual skills of various kinds.
3. He is failure oriented.
4. He has a poor self-concept.
5. Commonly he has a set of values that are different from what we interpret as good or bad.
6. He fears rejection.
7. He has learned how to camouflage his inadequacies.
8. He is reluctant to express himself.
9. He is more apt to be hypertensive.
10. He is more subject to frustrations.
11. He reacts more quickly to stress.
12. He is more anxious.
13. He has more obstacles to overcome.
14. His needs are focused around the more basic needs of the biological, safety and security needs.
15. He has an inferiority complex.
16. He has strong needs to be respected as an individual and an adult.
17. He is culturally suppressed.
18. He has a lack of communicative skills.
19. He has a wide range of learning ability.
20. He lacks problem solving skills.
21. He needs to have individualized instruction.
22. He reacts negatively to social pressure.

THE MIGRANT ADULT
(Highlights)

Arthur J. Collier
Consultant, Adult Basic Education
Florida State Department of Education

Today, more than ever, the migrant and his family are under the microscope of national concern. Strangely enough, national concern has been gleaning some interesting flashes from this stranger in our midst. Many of us are surprised as this segment of restless humanity proceeds on the march in search of a better life, both economically and socially, from the one they have known before. Unfortunately most of them have not realized their expectations. Many still live under conditions which are deplorable by any standards. As a group, they are the poorest paid, the worst housed, the least educated segment of our population.

When September rolls around again, the agricultural migrant will begin returning to Florida after working on many of the farms along the eastern seaboards. In February, the agricultural work force will zoom to a staggering 77,800 workers. By June 15, this number will taper off to about 49,500. About 45,000 workers and their families will begin the trek northward and back again, thus completing another cycle of the ebb and flow of Florida's highly mobile agricultural worker. The source of these workers are the over 77,000 ill-prepared persons in Florida whose income is less than $2,000.

Most of these workers are sacked in grinding poverty and ignorance. Many are chained with the fetters of superstition, which are incompatible with modern scientific thinking. Many have added liabilities, being unable to read, write or speak English. They are daily faced with situations that language barriers prevent them from solving effectively. But they all share one thing in common--illiteracy, with all its attending ills.

These uneducated migrants are usually hampered by a great subservience to authority and a lack of belief in their own ability to do things for themselves. Many have been forced to the brink of hopelessness. Their springs of learning and way of life have become stagnant. They must be sought out and imbued with formal education if humanity is to progress toward the democratic hope.

This afternoon we will watch a video tape which documents many facets of migrant life. It is entitled "A Stranger in our Midst."[1] When the term migrant is heard, many of us think of a stereotyped situation wherein groups of people live in the same sort of transient conditions. We think that these people are satisfied with existing conditions. But are they really?

Some of the questions that you and I should seek to answer about these migrants include: "Do they possess such human desires and values as honesty, integrity and work as a worthwhile endeavor?" "What are some of their aspirations and dreams?" "What are his wants and what are his needs?" This tape was developed through field work in migrant camps. It is completely unrehearsed. Some of the interviews were obtained by bursting into the home of migrants and saying, "Listen, I need some help, will you help me? I want to find out something about you and your way of life." I was surprised at the response that was given me.

There are two case histories in particular that I want you to observe as you view the video-tape. Case History "A" is an agricultural seasonal worker. She is a female and 45 years old. She has been in agricultural work all of her life--roughly 38 years. She has lived in the same labor camp for about 15 years. She has also worked as a laundry worker and as a maid. If the climate is right she can work about nine months out of the year. When the crops are good she can average about $55.00 per week income. She has thirteen children living and she also has seven dead. Six of the children are in school. Pay particular attention in this interview to how many people are living in her two-room bungalow. Also, note how much she pays for rent. Some of the questions which will be asked of her on the video tape are: "Do you want a larger house?" "What do you think of education?" "Do you ever take your children on a picnic?" "If you had a million dollars, what would you do with it--what would be the first thing? the second thing? the third thing?"

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[1] Editor's Note: This video-tape was prepared by Mr. Collier specifically for presentation at the 1967 ABE Institute at Florida State University.

Case History "B" is a 60 year-old male. He has 10 children and 21 grandchildren. He owns his own home and several other small shacks, if you please. He has worked as an agricultural seasonal worker for 20 years. He was asked: "How far did you go in school? (e.g., how many years completed?)." "Why are you trying to get into school? (e.g., trying to enroll in ABE?)" "When did you realize that you needed more education?" "What do you think about education?" "Can you think of anything that you would want if you had your life to live over again?"

We have not tried to answer these questions for you but have left them up to the migrant--and you--to answer. From what you will see, does the migrant possess values? What are his aspirations, hopes and dreams?

(Editor's note: At this point the video tape was presented. At its conclusion, there was discussion on its content and meaning, as well as on Mr. Collier's experiences as a minister in a South Florida migrant community. The following paragraphs were developed by Mr. Collier as a result of an in-service ABE teacher training program conducted in Florida.)

MIGRANT ADULT EDUCATION

The ripening of crops is the clock and calendar of most migrants, as their daily and weekly activities must be arranged to free them to go to the fields whenever there is harvesting to be done. Sunday often is a part of the work week, and the work day usually begins at 7 a.m. and ends at dusk.

When, then, shall adult education classes for migrants be scheduled? What part of the year, week, or day will they devote to improving themselves through formal education? If they find the time to attend, what kinds of experiences will be beneficial and of such compelling interest that they will return, no matter how tired they are, or in spite of the drawing power of other things? What specific goals should migrant adults seek to attain? Who will teach the classes? Where will they be held? How will adult students be recruited? What materials will they use?

These challenges have led to thoughtful discussions by educators concerned with migrant education. From these discussions the following conclusions emerge:

1. A successful adult education program for migrants must be different from the regular program generally offered to non-migrants;
2. The students themselves should be involved in determining the goals of any educational program which they undertake;
3. It should be evident to the students that the experiences included in the course are directly related to their goals and interests;
4. The students should participate in making decisions regarding time and place of the class;
5. Teachers must be able to put themselves in the place of the migrants and must respect them and their work;
6. Audio-visual aids and a wide variety of teaching procedures are necessary for every class meeting;
7. A significant characteristic of each session is that the participants feel that they have accomplished something important to them.

There is an illustration found on the fly sheet of Chapman and Counts' Principles of Education--1924, with the teacher greeting his pupils, asking, "What would you learn of me?" And the reply came:

> "How shall we care for our bodies?"
> "How shall we rear our children?"
> "How shall we work together?"
> "How shall we live with our fellow men?"
> "How shall we play?"
> "For what end shall we live?"

And the master teacher pondered these words and sorrow was in his heart, for his learning touched not these things!

There is much evidence that in the present mobile, plastic, social situation the agricultural and seasonal migrants are taxing present-day educators with such responses, by verbal or non-verbal means.

III. PLANNING, ORGANIZING AND EVALUATING THE ABE PROGRAM

AN OVERVIEW OF THE PROGRAMMING PROCESS IN ADULT BASIC EDUCATION

(Highlights)

Wayne L. Schroeder, Associate Professor
Department of Adult Education
The Florida State University

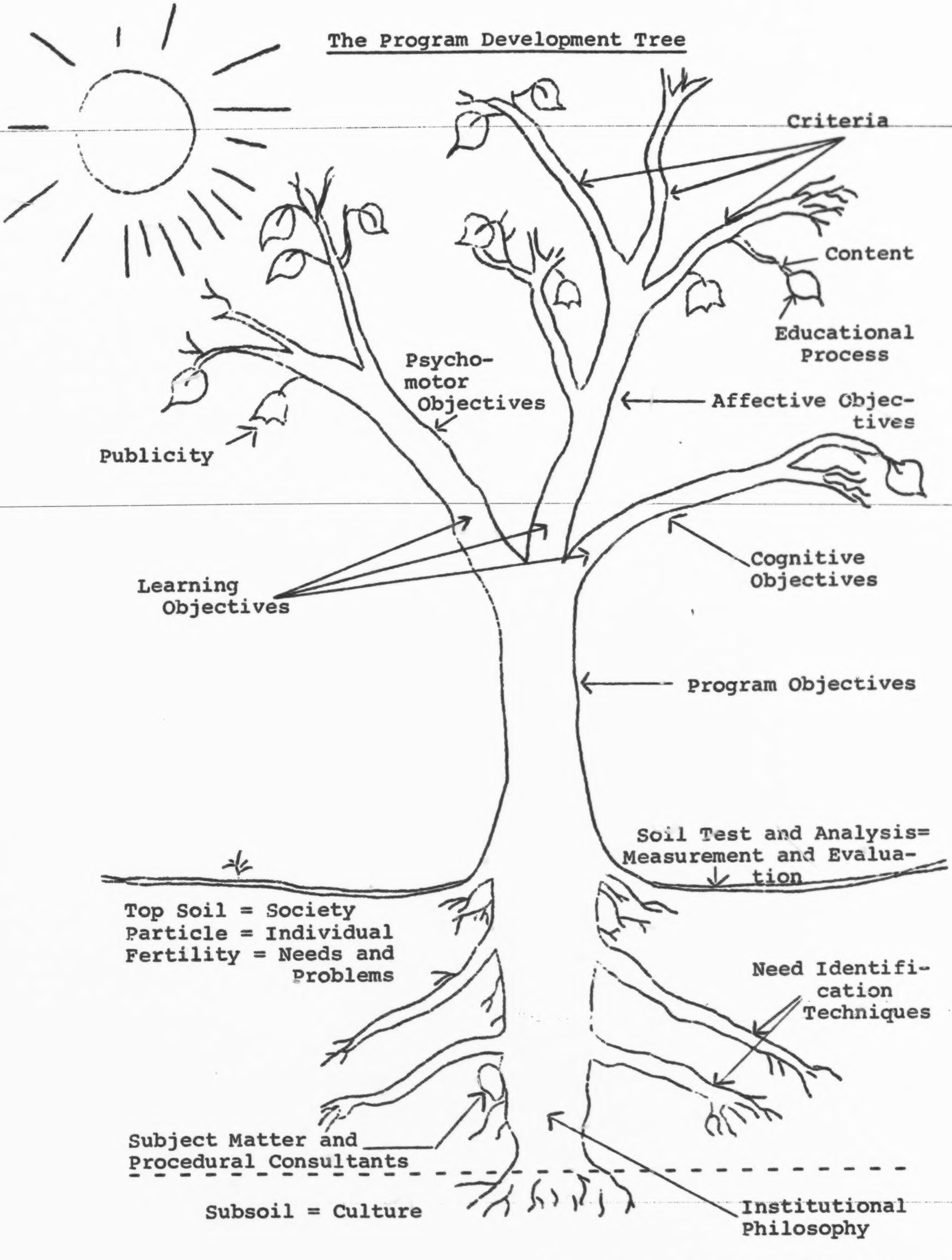
Introduction

The planners of this institute have formulated a series of objectives based largely upon their experienced judgments of what effective ABE teachers and administrators should generally know and how they should generally behave. You the participants have similarly formulated questions which your experiences tell you must be answered if effective teaching and administering in your particular situations are to result.

Now if we are to maximize the effectiveness of our three week experience here at Florida State University, it would appear necessary that the two directional formulations alluded to above merge as one in the minds of each of us. Only then will you, the participant, approach the desired level of identification with the program which, after all, is for your benefit. My purpose this afternoon is to facilitate this so called directional merger--to enhance your identification with the program and the program's identification with you.

The theme of this institute is "Program Development in ABE." Accordingly, to become aware of components of the program development process is to become aware of the institute's design and to become sensitized to the questions which are associated with each component and which the planners and participants have deemed significant is to become sensitized to and hopefully identified with the specific direction of the institute.

The Program Development Tree


Criteria
Content
Educational Process
Psycho-motor Objectives
Affective Objectives
Publicity
Cognitive Objectives
Learning Objectives
Program Objectives
Soil Test and Analysis= Measurement and Evaluation
Top Soil = Society
Particle = Individual
Fertility = Needs and Problems
Need Identification Techniques
Subject Matter and Procedural Consultants
Subsoil = Culture
Institutional Philosophy

To achieve that which has been proposed, I have decided to use a metaphor--a metaphor which likens the functional components of a tree's growth system to those of the program development process or system.

The Program Development Tree

I. Soil Base

  A. Analogies

    1. Topsoil--society and subsystems thereof
    2. Particles--the individual
    3. Fertility level--needs and problems
    4. Subsoil--culture

  B. Elaboration of Analogies

    1. Topsoil consists of particles--society consists of individuals.
    2. Soil clusters vary in fertility level--groups or subsystems of society vary in the needs and problems they exhibit.
    3. Soils may be typed by their structural characteristics--societies and subsystems therein may be typed by their structural characteristics.
    4. Topsoil will exhibit certain enduring qualities which link them to their subsoil parentages--societies and subsystems therein will exhibit certain norms and mores which link them to their cultures.

  C. Relevance to Institute Program

    1. What are the structural attributes of the ABE target group? (What soil types do they represent?)

      a. Their interaction patterns?
      b. Occupational roles?
      c. Familial roles?
      d. What community services do they utilize?
      e. Who are their leaders?
      f. Who are their legitimizers?

2. What are the cultural attributes of the ABE target group? (What is its subsoil?)

    a. What are their customs and codes of behavior?
    b. What do they value?
    c. What do they expect from themselves and society?

3. What are the personal attributes of our ABE student? (What are the characteristic features of our soil particle?)

    a. What ages?
    b. What sex?
    c. What physical defects?
    d. What attitudes toward education?
    e. What fears, loves and dislikes?
    f. What learning levels and capacities?
    g. What images of themselves?

4. What are the needs and problems of the ABE target group? (What is the fertility level of our soil?)

    a. What needs and problems do they feel?
    b. What needs and problems become apparent when their attributes are contrasted with those which are necessary to function in, and make contributions to, a democratic society?

II. Root System

A. Analogies

1. Taproot--agency and its philosophy
2. Branch roots--need identifying technique
3. Nodules--specialty consultants

B. Elaboration of Analogies

1. Some trees have taproots that penetrate deeply into the subsoil and are thus able to withstand strong winds and extreme drouths--some

programs are sponsored by agencies whose philosophies are reflective of the true culture of the social system it serves and are thus able to take sudden new demands in stride.

2. Trees secure their life giving nutritive elements through an extensive branch root system. When a fertile, moist pocket of soil is located, root hairs will grow out to receive elements in solution. The solution then moves to the taproot where it gathers to finally be translocated. Similarly vital agencies secure life giving information concerning needs of their clientele through an extensive and ever functioning need identification system. Such information once gathered is screened and interpreted in accordance with the agency's philosophy before it is "translocated" into program action.
3. Some trees also receive life giving nutritive elements from organisms that live within root nodules, there converting some of the unusable soil elements into usable compounds. Similarly agencies use consultants (subject matter and procedural) to furnish information which, in addition to agency philosophy, serves as a basis for screening and interpreting information received from the target group.
4. Some trees tend to get root bound--that is, branch roots cease to extend themselves; rather, they grow profusely in a limited area surrounding the taproots as if to protect that which is within. Similarly, some agencies and agency leaders tend to acquire a state of "institutional boundness"--that is, they cease to be receptive to new information.

C. Relevance to Institute Program

1. What are the goals and policy statements of our agencies?
2. What are the ABE goals as stated by the U. S. Office of Education?
3. What are potentially the most fruitful information gathering techniques?

4. Where do we go for consultant help?
5. What are the principles which have been derived from research in the behavioral sciences and in the relevant subject matter fields which might contribute to a viable philosophy --a philosophy which might, in turn, help interpret information on its way to becoming program objectives and procedure.

III. Trunk and Branch System

A. Analogies

1. Trunk--program objectives
2. Branches--learning objectives

    a. Cognitive
    b. Affective
    c. Psychomotor

B. Elaboration of Analogies

1. Trunks of trees are attached to root systems--program objectives are consistent with agency policies and goals. We don't expect to successfully graft the trunk of one seedling on to the root system of another unless genetically they are similar. Similarly we may not expect a program to flourish which has objectives running counter to agency policy, etc.
2. The trunk of a tree relative to other exposed parts is great--likewise program objectives are broad and provisional in nature. They focus on what the program will provide rather than on specific changes which are to be brought about in the learner. Examples are:

    a. Prepare for gainful employment
    b. Enhance their responsibility
    c. Improve human relations

3. Branches spring forth from trunks--learning objectives spring forth from program objectives. Bloom, et al., identify three major types of learning objectives.

   a. Cognitive (recognition and recall of knowledge and development of intellectual abilities and skills)
   b. Affective (development of interests, attitudes and values)
   c. Psychomotor (acquisition of manipulative and dexterity skills)

4. Learning objectives regardless of types are characterized by their focus on change to be brought about in the learner. A quality learning objective will identify both the behavior to be developed and the content with which such behavior is associated. Examples of cognitive objectives:

   a. To develop the skill requisite in filling out job application forms.
   b. To develop skill in the proper pronunciation of words used in everyday conversation.
   c. To develop understanding of how community government operates.

   Examples of affective objectives:

   a. To develop an appreciation of the relationship between job responsibility and job advancement.
   b. To develop attitudes of optimism and challenge concerning the future.
   c. To develop an appreciation of the privileges and responsibilities of citizenship.

   Examples of psychomotor objectives:

   a. To develop skill in arc welding.
   b. To develop skill in sewing.
   c. To develop skill in personal health and hygiene.

5. An attractive tree has multiple and systematic branching--effective programs usually involve the formulation of more than one type of objective. Often one must make progress in the affective realm before marked progress can be made in the cognitive realm.

6. Branches have sub-branches--learning objectives have criteria associated with them. Criteria are standards by which behavior is appraised--specific statements of expectation.

   Cognitive examples:

   a. Student is able to complete job application form accurately and legibly.
   b. Student is able to identify the community service organizations which may help them resolve a variety of personal problems.
   c. Student is able to spell, pronounce and use in conversation 75% of base words in the English language.

   Affective examples:

   a. Student actively seeks employment.
   b. Significant increase in the voting behavior of students.
   c. Significant improvement in results of employer appraisals.

   Psychomotor examples:

   a. Students are able to run vertical and horizontal beads to specification.
   b. Students are able to execute various bandaging techniques.

C. Relevance to Institute Program

   1. How are objectives formulated?
   2. What are sound additional examples of ABE learning objectives and associated criteria?
   3. Are there standardized instruments to measure the accomplishment of the more typical objectives?
   4. How much growth can we expect among ABE students?

IV. Foliage System

A. Analogies

1. Petiole--content and materials
2. Leaf--educational process

B. Elaboration of Analogies

1. Stems of leaves are individually attached to a sub-branch--content is associated with or attached to objectives. It is inconceivable that one would find a leaf growing while suspended in mid-air. Yet how often do we find content being diffused without a clearly identified objective behind it?
2. Within the leaf of a tree the food producing process of photosynthesis takes place--within the classroom the behavior producing process of education takes place. Here experiences are identified, sequentially ordered and integrated to the end that the content is diffused and the desired behavior is effected.
3. The photosynthetic process starts with simple elements and builds sequentially more complex energy storing compounds. Similarly, the educational process is designed to relate bits of differentiated content into meaningful "wholes."
4. With the exception of brief dormant periods, trees are constantly growing--buds are sprouting to form new branches, leaves, etc.--is this not also true of a vital ABE program? That is, learning objectives, content and process are constantly evolving in response to an evolution in motivation and experience of the group.

C. Relevance to Institute Program

1. What content sources are appropriate for ABE students?
2. What are the criteria by which material may be selected or developed?
3. What does functionalizing the curriculum mean?
4. What devices and techniques should be used to achieve various kinds of objectives?

V. Sun and Flowering System

A. Analogies

1. Sun--change agent
2. Flowers--publicity

B. Elaboration of Analogies

1. The sun serves as a source of energy for the photosynthetic process. Similarly the change agent (teacher) serves as a catalyst in the educational process. Now if the sun gets too intense, the leaf will either wilt or protect itself by laying down a protective coating. Similarly, if teacher behavior becomes too directive, demanding, etc., the educational process will deteriorate--non-adaptive behavior on the part of the student may result, e.g., reaction formation, failure to accept responsibility, drop out, etc.
2. Flowers of a tree catch the eye of the passer by--likewise publicity campaigns attract participants and engender public support.

C. Relevance to the Institute Program

1. What are the most typical instructional problems and how are they resolved?
2. What are the principles of learning and teaching?
3. What are some of the "tricks of the trade"?
4. What are the most effective avenues for publicity?

VI. Soil Test and Analysis

A. Analogies

1. Soil test and analysis--measurement and evaluation

B. Elaboration of Analogies

1. As roots grow and leaves fall and decay, the soil inevitably changes. To assess these changes, soils are periodically tested.

Similarly, paper-pencil, and observational instruments are devised to assess changes brought about through ABE programs. These assessments are made at the beginning, during, at the conclusion and beyond the conclusion of the program. They are used as a basis for evaluative judgements concerning effectiveness and needed changes. Thus portions of the tree may be deceased (objectives, methods, etc.), requiring surgery, grafting, etc.

C. Relevance to the Institute Program

1. What are the steps in the evaluative process?
2. Are there any standardized instruments which could be employed?
3. What statistical measures can be used?
4. What design considerations should be made?
5. How can effective follow-up studies be conducted?

DYNAMIC ABE PROGRAMS: ESSENTIAL AND SEQUENTIAL STEPS[1]

(Highlights)

Irwin R. Jahns, Assistant Professor
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Florida State University

The process of developing the ABE program consists of several logical, sequential steps. Each step involves the consideration of one or more crucial factors which influence the kind of educational program developed. In greatly abbreviated form these steps include:

1. IDENTIFICATION OF PROGRAM NEEDS. Program needs are generated from several sources. One of these sources is the array of cultural, social, legislative and institutional restrictions, requirements and responsibilities that are brought into play in any educational program. Included in this array would be the State Plans which have been developed to give general guidance to its ABE program.

A second source of program needs is the target audience toward whom the program is being directed. The target population is likely to have certain crucial problems and concerns that can be identified by various means. Some of these needs may be shared by the undereducated population across the country. Most persons who have less than an eighth grade education have a common need for the basic communication and computational skills. Other needs are less widespread. Specific audiences may have specific needs that should be considered in the local ABE program. For example, the cotton-chopper in Mississippi probably does not have the same social, economic, political and other needs as the bean-picker in Florida. The same can be said about the unemployed slum resident in an urban area compared with the unemployed rural resident. And consider the rural ABE student who will never migrate to an urban area versus one who will. Do their educational needs differ?

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[1] This presentation was given to summarize the main points set forth by both Dr. Schroeder and Dr. Jahns in a role playing presentation.

This step can be summarized with two questions:

1) What cultural, social, legislative and institutional restrictions and requirements must be met in the program?

2) What are the general and the unique problems and needs of the target population?

2. DEVELOP PROGRAM OBJECTIVES. The second step is to identify program objectives--what we will provide in our program within the limitations and demands of the needs identified above. These program objectives are provisional statements, that is, statements of what the program will provide. An example of such a program objective is to provide the students opportunity to learn about their local community. This is a very broad, non-specific objective.

This step can be summarized with the question: "What is it that the program is going to provide for the student?"

3. IDENTIFY INSTRUCTIONAL OBJECTIVES. Each program objective has attached to it several more specific objectives of the desired effect the program will have on the student. The effect is commonly thought of as some change in the student that is brought about as a result of the educational program. These changes have been identified as

a) cognitive--what people know (knowledge)
  --what people are able to comprehend (understanding)

b) affective--what people like or enjoy (interests)
  --how people feel (attitudes)
  --what people hold dear or live by (beliefs)

c) psychomotor--what people are able to do (skills)

Of course, these changes have no meaning unless we can specify the content area in which they are to take place. For example, if we consider the content area of basic reading, it will be evident that ability to differentiate letters and words (cognitive) is different from being able to

a) print or write (a psychomotor objective) the alphabet;

b) pronounce (a psychomotor objective);

c) understand their individual or collective meaning (a cognitive objective); and,

d) enjoy what is read (an affective objective).

AND, it is more important to remember what the student is to accomplish than what we do for or to the student in our instructional program. Therefore, we should specify how the student is to change when we develop our instructional objectives. Obviously, if we know what we want to have happen within the student, the problems of designing appropriate learning tasks will be much simplified.

This step can be summarized with the following question: "What behavioral change(s) is to be accomplished in what content area(s)?"

4. IDENTIFY SPECIFIC TASKS OR CRITERIA. If we know the kinds of behavioral changes we want to have occur in the student, then it should be no problem to identify specific, tangible behavior that should be demonstrated by the student when these changes have occurred. Each instructional objective then, would have attached to it certain behavior(s). Such things as being able to distinguish the letter "A" from letter "L" would consist of one such possible behavior. The student would be able to demonstrate that he was able to accomplish this behavior. Likewise, being able to explain how one might call for an ambulance or a fire truck would demonstrate another behavioral change. Being able to demonstrate these behaviors or tasks would furnish the educator evidence that the student has changed, hence be a criteria that the educational objective has been accomplished. Of course,

many tasks or behaviors could serve as criteria for any specific instructional objective. Further, specifying the exact behaviors or tasks virtually dictates what is to be provided in the learning situation.

This step is summarized in the question: "What is it that the student should know or be able to do as a result of the instruction?"

5. SPECIFY METHODOLOGY. After formulating the specifics of what we want to accomplish, then we can specify how this might best be done. Such means as lectures to impart cognitive ends; field trips or group discussions for affective ends; and laboratories or practice sessions for psychomotor ends might be considered.

The relevant question for this step is: "What educational methods or techniques can be most profitably used to accomplish our various objectives?"

6. IDENTIFY NEEDED RESOURCES. After we know how we are going to structure our learning experiences, then the instructor is in a position to explore the various human, natural and man-made resources that will be helpful to accomplish desired ends. In some instances, commercial software may be quite adequate. In other cases, resource people, materials obtained from various sources, or physical facilities such as libraries or fire stations, may be needed in order to implement the desired methodology to attain desired ends. We can ask: "What materials (books, etc.), human resources (people), natural resources or institutional resources (health clinics, etc.) are required to do the job?"

7. ORGANIZE EDUCATIONAL EXPERIENCES. After we know what we want to do, how, and with what assistances, then we need to consider how these need to be ordered and organized to provide continuity and sequence to the learner. This is akin to lesson planning wherein we order our activities within and between class periods. The questions are: "Where do we start?", "Where do we end up?", and "What do we do between?"

8. DESIGN EVALUATION PLAN OR DETERMINE PROGRESS. Evaluation is the process through which we determine the extent to which we have achieved our instructional

objectives. This might be done by various means--formal testing, informal questioning, observation, etc. If we have diligently identified appropriate criteria in step 4 above, then the ability to perform any one or more of these will give ample evidence of accomplishment. Since we seldom can observe or measure all of the criteria we have specified--due to lack of time and financial resources--we often need to sample these criteria and measure them by some means.

The questions related to this step are: "What evidence is needed to determine if instructional objectives have been accomplished?" and "By what means should this evidence be obtained?"

PRINCIPLES OF ABE PROGRAM DEVELOPMENT
(Highlights)

Wayne L. Schroeder, Associate Professor
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During the past three weeks you have been engaged in a systematic effort to learn about the process and content of program development in adult basic education. You have "walked through" this process and have gained some understanding of the basic concepts and principles useful in the execution of each of the steps in the process. Three of the more basic generalizations encountered were:

1. Program development is an organismic process. The process, to function effectively, must function as a whole with each component or step receiving attention, and accordingly, making its contribution. Each of these components is significant only in relation to other components. Remove one and you either kill the organism or greatly reduce its vitality.

2. Program development is a continuous process. The componential steps in the program development process must be constantly open to re-examination as our knowledge and experiences accumulate. As information changes, so must our judgments about appropriate needs, ends, means and so on. The process must be regarded as dynamic--open to constant evaluation and change.

3. Program decisions are rational. Decisions made at any point in the developmental process are not made without reason. They are made with the realization of probable causes and consequences. Once made, decisions must be subject to change as our experience and knowledge informs us of the need for change.

Let us now review the principles of program development[1] to which you have been exposed during the past several days. You may prefer to call them guides to practice since they do aid in bridging the gap between theory and practice.[2]

1. Participant involvement in planning (direct and indirect) enhances motivation and learning.

   --An educational program will generally be more effective if the participant a) accepts the direction and nature of the proposed growth and change, b) helps set the goals and organize the sessions, and, d) needs, interests and attitudes are considered.

   --Learners progress in an area of learning only as far as they need in order to achieve their purpose.

   --The organization and implementation of a program is still a local responsibility within guidelines prescribed by State and Federal offices.

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[1] The references from which these principles were drawn are presented at the end of this presentation.

[2] Editor's note--At this point Dr. Schroeder engaged the group in an instructional game designed to encourage participants to make verbal applications of the program development principles introduced throughout the Institute. The participants were divided into teams of approximately ten each and positioned in the room so that half of each team could view a projector screen located at the front of the room. As program development principles were flashed on the screen, the team members who could view them were asked to play the role of teacher or administrator and suggest to their non-viewing team-mates real-life applications of each principle. The non-viewing team members, being cued by such real-life applications, were asked to identify the relevant principles. To add a competitive note to the game, scores were tallied for each team. The first team to properly identify a principle was given five points, the second team three points and the third team one point. Finally, following the correct identification of each principle, Dr. Schroeder further established the principle by reiterating relevant points made in the literature and in the various speeches delivered during the Institute.

2. A permissive, threat-free environment enhances learning.

--Threat and punishment is not, psychologically, the reverse of reward. It disturbs the relationship of the learner to the situation.

--The learner who is emotionally and psychologically free to look at experience is ready to start on the process of acquiring the necessary behavior.

--The classroom climate should be explicitly designed to reduce defensiveness and to provide the emotional support which will enable the individual to endure awkward stages of developing and trying out new forms of behavior and new thought patterns.

--Mutual respect should grow out of need satisfaction rather than position.

3. Active participation enhances motivation and learning.

--Learning is an active process involving the learner in a struggle to differentiate and finally integrate new experience into an already existing repertoire of experience.

--The learner should have an opportunity to practice and experiment with new patterns of thought and new ways of behaving so the individual can gain security in these new ways of thinking and acting before using them in critical "back-home" situations.

--We learn best that to which we verbally or behaviorally commit ourselves.

--When the learner sees a real problem he is motivated to seek some kind of solution. The teacher's responsibility is to provide a situation in which the learner may see a problem meaningful to him.

--Learning is produced not so much by what a teacher says, thinks or does, but by what he causes his students to say, think, do and feel.

4. The assimilation of content is facilitated when learning experiences are sequentially ordered and integrated.

   --Each successive experience should be built on the preceding one leading the learner into a broader and deeper experience with the content.

   --Content and behavior differentiated for instructional purposes should ultimately be related or integrated into meaningful wholes, as part of the student's total capacity that he employs in various situations.

   --Learning depends on patterning parts into wholes.

   --Essential stimuli or elements of a situation should be emphasized and less important or irrelevant stimuli de-emphasized or ignored.

   --Previous learning sets the stage for subsequent learning.

5. Motivation and learning is enhanced by immediate and frequent information concerning progress toward learning goals.

   --Learning depends on feedback.

   --Behaviors which are reinforced are more likely to recur.

   --Reinforcement to be effective should follow almost immediately after the desired behavior and closely connected with it in the mind of the learner.

   --Sense of satisfaction which results from achievement is the type of reinforcement which has the greatest transfer value.

6. Readiness facilitates learning.

   --Information which confirms existing attitudes is more likely to be retained than information which runs counter to existing attitudes.

--Sufficient physiological and psychological motivity, a sense of importance for the new learning, mastery of prerequisites and freedom from expectations of failure collectively facilitate learning.

--Learning depends on motivation.

--Behavior is most effectively acquired just before the time when it is needed to solve a problem of concern to the individual.

7. Meaningful information is more easily learned than non-sensical information.

--Learning should start with problems which are real to the learner.

--The curriculum should be functional.

--Life's problems should establish the framework and media for learning.

8. Practice and application promote retention and transfer.

--The learner should have opportunities to practice and apply the new behaviors and patterns of thought within the protective confines of the classroom prior to being expected to pursue same in critical back-home situations.

--The learner should be assisted in his efforts to re-identify himself with the group back-home and to apply and maintain the new classroom acquisition among conflicting pressures of daily living.

--Recall shortly after learning reduces the amount of forgetting.

--The best way to help individuals form a general concept is to present the concept in numerous and varied specific situations.

9. Distributed practice rather than massed practice facilitates learning of skills.

10. Excessive motivation hinders learning.

    --Goals should be realistic and achievable.

    --The most effective effort may be put forth when tasks are neither too easy nor too hard, where success is quite possible but not certain.

11. Attitudes are best learned through first-hand exposure to supportive information.

As a final exercise, it would seem appropriate to evaluate the experience we have just completed in terms of the application of the principles which was its content.

1. You may have been threatened.
2. Certainly you were active.
3. The whole procedure was aimed at helping you integrate all bits of information acquired during the institute.
4. You knew immediately when your link between practice and principle was correct-further reinforced by repeating principles in several different ways.
5. You became ready by being informed of what you would get out of the experience.
6. It was meaningful in that you were constantly placing yourself in situations of application.
7. Practice and application were continuously considered.
8. Excessive motivation may have been a problem for some.

References used in developing the above principles:

Edgar J. Boone and Emily H. Quinn, Curriculum Development in Adult Basic Education Chicago: Follett Publishing Company, 1967.

Goodwin Watson, "What Do We Know About Learning?" in Revolution in Teaching: New Theory, Technology and Curricula, Alfred DeGrazia and David A. Sohn (eds.), New York: Bantam Books, 1964.

Ralph Tyler, Basic Principles of Curriculum and Instruction Chicago: University of Chicago, 1950.

Jacob Getzels, Learning Theory and Classroom Practice in Adult Education Syracuse: University College of Syracuse, 1956.

Guidesheet for Selecting Methods to Achieve Particular Objectives

Type of Behavioral Change	Most Appropriate Methods
KNOWLEDGE (Generalizations about experience; the internalization of information)	Lecture, panel, symposium Reading Audio-visual aids Book-based discussion
INSIGHT AND UNDERSTANDING (The application of information to experience)	Feedback devices (vtr) Problem-solving discussion Laboratory experimentation Exams and essays Audience participation Case problems
SKILLS (The incorporation of new ways of performing through practice)	Practice exercises Practice role-playing Drill Demonstration Practicum
ATTITUDES (The adoption of new feelings through experiencing greater success with them)	Reverse role-playing Permissive discussion Counseling-consultation Environmental support Case method
VALUES (The adoption and priority arrangement of beliefs)	Biographical reading and drama Philosophical discussion Sermons and workshop Reflection

INTERESTS (Satisfying exposure to new activities)	Trips Audio-visual aids Reading Creative arts Recitals, pageants

(Developed by Dr. Malcolm S. Knowles)

IV. BASIC SKILLS IN ADULT BASIC EDUCATION

BACKGROUND OF LITERACY EDUCATION

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My assigned topic is on the background of literacy education. Before going into the background of present day literacy education, now known as adult basic education, let me give you some information about the ABE participant and what I think should be the primary purpose of adult basic education.

First, most ABE students are culturally deprived and have had a probable repression of their intelligence of 20 or more points. Those that doubt this, I refer to Bloom's Stability and Change in Human Characteristics. Study after study has shown that I.Q.'s are an indication of the ability to learn academic work. The I.Q.'s of culturally deprived children increase drastically when these children are put into a richer educational environment. There is every reason to believe that this can also be done with adults. In my opinion, our basic task is to improve the ability of the adolescent and adult to learn, or to put it more bluntly, to improve their I.Q. There are some psychologists who think that this cannot be done. We have no such research on adults, but I think we can make such an inference from the research conducted with children. If we can do it with the kids, I see no reason why we can't do it with adults. The adult that comes into our classes is usually rather dull, his learning powers are repressed. If we do a good job, then when he leaves us, he is a lot brighter, for he learns better!

The culturally deprived person is an educationally deprived person but this does not mean that all educationally deprived persons are culturally deprived. Severely retarded readers tend to be educationally deprived. By definition, our ABE students are severely retarded readers. Their academic learning skills or I.Q.'s are not as well developed as those of most other people. Some of these learning skills must be sharpened as we develop their reading ability. As we sharpen these and other skills, I.Q. will rise. Let us take an example, a 20 year-old man, with a third grade reading ability and an I.Q. of 85. He has difficulty with such things as making similarities, finding similarities between opposites, difficulty with perceptual motor speed, and shows a lack of basic information indicating a lack of the habit of observing. What can we do with him? How do we get him to be aware of similarities and differences; to reconcile the two; and, to make generalizations? One, have him classify several things in different ways. What goes under automobile? Ford, Chevrolet, etc. What goes under fruit? Apples, oranges, etc. Then what do you put under oranges? Valencia, Temple, etc. Generally, ABE students have not learned to make these classifications.

Problem 2: How do we get him to become aware of words he does not know and to see his need for new words? Have him bring in words he hears on T.V. Have him bring in words that he hears in conversation. Have him try to stump you with words that he collects. Have him use these words and experience stories.

Problem 3: How do we develop his perception of things around him? Short games in which he points out as many different things as he can that he sees in a picture.

Problem 4: How do we develop his attention span? Give him exercises in following directions.

Problem 5: How do we develop his awareness of what is going on around him? What is information? You answer that one!

Problem 6: How do we teach him to improve his problem-solving ability? Have him classify problems. Have him list the necessary elements needed to solve the problems. Have him organize the elements. Have him propose several solutions to the same problems. Help him test and evaluate the solutions to problems.

Problem 7: How do we improve his spacial and time concepts? Have him estimate distance. Have him use analogies with time. Help him to develop maps of his area.

Some other general techniques: Have him form hypotheses as he reads and then test them. Have him estimate the probabilities of an occurrence happening. Have him bring in some unsolved problems. Have him find metaphors and help him to create some. Have him try to think of new uses for common objects. Teach him how to identify probable causes and effects.

Now I was not supposed to talk about this this morning, but I think that is a lot more important than what I am going to talk about now. I am dead certain from the research that has been conducted on the culturally deprived that your number one task is to demonstrate that adult educators can provide the environment where we can make these people more intelligent. Nursery school teachers are doing it with their students. Kindergarten teachers are doing it.

Let me give you one figure I don't have down here but that I have pretty well memorized. In some New York City schools, the average culturally deprived Negro child begins school with a 95 I.Q. By the ninth grade, his I.Q. is 84. What does that tell us about the silly curriculum? That it is not geared toward the culturally deprived child? Right! It is not geared to the child and it does not fit him. Now let me give you some figures from--I had better not mention the town--within a hundred miles from here where the average first grade child checks out at a 69 I.Q., and by 7th grade, he has an 83 I.Q. At least it goes up some. But what I think we can see here is, in New York City, with a decline of the I.Q., the pre-school environment is superior to the school environment. And what I am pointing out here in the latter case is that the school environment, while very poor, is better than the home environment. When you have ABE students for a six month period or so, try a hidden intelligence test at the beginning and try it at the end of the period. If you don't find a rise in I.Q., either you lack the materials to do a good job, or you lack the techniques.

Most ABE classes are really old literacy classes, but we don't say this in public. An area of education that was once almost exclusively concerned with teaching adults to read, write, and figure at a fourth grade level has now developed a curriculum which includes the communication skills, and content areas such as Law for the Layman, Practical Economics, Good Health Practices, Basic Science Concepts, Civics, and Job Orientation. At least that is what we say. The great objective of the new literacy education is to provide socially illiterate adults with the needed learning skills and to help them learn the information and concepts needed for minimal participation in our new society. Its aim is to make this new society a great society for these undereducated adults.

Literacy education for native-born adults has a long but certainly not illustrious history. Many of our most ambitious programs took place in the South. Perhaps the first really high point of American literacy education was the establishment of moon-light schools in many of the Southern states in the decade preceding WWI. But who attended these schools? At that time in the South we had white people, and others. These night schools were established mostly in the rural areas. They are credited with teaching thousands of white adults to read and write. Perhaps more than anything else, they did arouse the interest of the public in literacy education.

This interest, thus aroused, came to a head just prior to WWI and campaigns to eliminate illiteracy were started in many states. The illiterates were needed to do defense work and to serve in the Armed Forces. We have much to be proud of, that is not one of the things. About that time there were some complaints from Mississippi that the State was being stripped of its white male population. It was because the Negroes had not gone to school and could not pass the mental examination. The same thing happened in WWII when a Senator stood up in the Senate and complained bitterly that the South was being stripped of its white male adults. A little irony there!

There was also a problem of sustaining the morale of men in the Armed Forces whose parents could not read and write. Crash programs were instituted and many were taught to read up to a piddling level. Financial support was small, the lasting effect was not great. As with most crash programs the crash programs that took place in WWI, crashed.

In the 1920's and 30's sporadic efforts were made to reduce illiteracy. During the depression years, programs were conducted in both day and night schools as well as in the civilian conservation corps. Some state funds were made available for literacy training but most local boards did nothing to implement them. The feeling was that local money should be spent on children and that adult education was not a responsibility of local boards of education. Nationally, more money was spent on the education of the foreign-born than on educating the native-born illiterate! Isn't that disgusting? That was true--virtually true--up until the past five years.

During WWII, the Armed Forces instituted literacy training, but when the need for manpower was lessened, they rejected the illiterates and discontinued most of the literacy training. The Korean conflict brought the problem of illiteracy into focus again and some states tended to give mild support to their adult education programs. Some largely state-supported programs offered what is known as elementary education for adults, and some of these programs operated both day and night. Some are still in operation. These adult classes were not, and are not, operated on a crash basis. What was learned from them has affected the thinking of leaders in Adult Education and helped to shape the present-day thinking of what a basic education for adults must be.

From these programs we learned what could be done as well as what should not be done. It was found that the adult did not need the same elementary education as children. It was found that they should not be taught as children are taught. Thus a curriculum designed to meet their needs for a minimal or a basic education needed to be developed.

Research strongly indicates that adult basic education should be different from elementary education. While ABE is concerned with some of the same skills as is elementary education for children, it should not use the same content, move at the same pace, or aim at the same goals. While some of it is developmental in nature, much of it should be corrective and remedial. Most of it should be present rather than future oriented. In other words, we shouldn't teach them Spanish so that they can read Spanish in case they decide to take a trip to Mexico.

Adult basic education is one means by which the government is trying to meet needs brought on by such things as increased urbanization; increased population; increased mobility; increased specialization; increased obsolescence of knowledge; and, increased civil rights. It attempts to teach some future orientation, for good decisions are often based on correct predictions of the future. In the older programs, we could look to the past for decisions. We can't today. Change has been too great.

Adult basic education is concerned with developing the unspecialized job qualifications which are essential to most occupations. These pre-vocational or job-entry skills include: reading, writing, mathematics, basic science concepts, economics, social relationships. ABE must also be concerned with the development of certain attitudinal and emotional qualities. It aims at bringing the adult basic education student off of his social reservation. It aims not at preserving his culture, but at changing his culture. And if there is anyone here who wants to preserve his culture, I say go live with him for a week. You know, we have tried to preserve the culture of the Indians. Go visit some and see the preserves!

Contrary to general belief, most people needing adult basic education have attended school. Most of those that will benefit most from adult basic education have sat in those sorry schools for six or seven years. Certainly a school in which someone sits for six or seven years and is still unable to read and write and do basic mathematics is a silly school.

The statistics do not reveal the number of people who are in need of adult basic education. It is utterly asinine to say, "We'll go to the Census Bureau and find out how many functional illiterates we have." The Census Bureau counts as literates all of our drop-outs from the seventh, eighth, and ninth grades. The census assumes that those who have attended school for seven years have attained minimal job-entry skills. I just thought of some statistics from two high schools in this region. In one school, the mean percentile rank on the S.A.T. was about the third percentile. This means that most graduates of that high school cannot read a newspaper and are thus functionally illiterate! Such a situation does not hold just for this region of the South. You will find many schools in the North doing the same thing. They don't even teach them to read, write, speak and spell. Remember, except for the quite old, most functional illiterates have spent six, seven, or more years in attendance at public schools.

To understand the need for adult basic education rather than mere literacy education, it is necessary to understand the candidates for adult basic education. Many are characterized by the following attributes: 1) They tend to be culturally deprived and their attitudes and values diverge from those of the main stream of our culture (Tampa, Watts). 2) They hide their educational and cultural deficiencies and have little faith in the system that has failed them. In San Francisco last week, the front page showed the mayor meeting with a group of Negro youth and young adults. And in essence what they said was, "We want jobs, we know we can't do the jobs because we lack the pre-vocational skills needed, but, damn it, we want jobs." These young adults had attended school. Were they just too dumb to learn, or didn't the teachers know enough to teach them? The fact is, the teachers didn't know enough to teach them. They probably went through the lock-step approach. When the first-grade reader was too hard for them, they were moved up and were given a second-grade reader the next year! 3) Their academic aptitude tends to be lower and their academic potential is inhibited and is often severely damaged. Their academic aptitude is low. Many of them have lost as much as 20 points by the time they come to school, and the schools don't do much to raise them in many cases. 4) They doubt their ability to learn and are easily discouraged if they do not make visible progress in school. 5) Their orientation is to the present and they respond poorly to delayed reward. We have lied to them all through their childhood, and told them that when they grow up things would be better. Then they grew up and things weren't better. Now some teachers tell them "Work hard in this adult basic education class and things are going to get better." Initially they don't believe the teacher. These attitudes and aptitudes must be changed if we are going to have educational progress. The parent of the Head-start child is the home teacher of the Head-start child. Parent education can cut down on the degree of intellectual and educational retardation of culturally deprived children. It is parent education that shapes his attitude and even shapes his academic operating level. The culturally deprived child that we are so interested in today, who is retarded, tends to come from homes where parents lack the skills and knowledge that make up the curriculum of adult basic education.

Currently, only about one out of every sixteen jobs calls for unskilled workers and as the people in San Francisco were saying, "Yeh, we know that there aren't jobs and our schools haven't educated us to get jobs, but damn it, do something!" By 1970, only one out of 20 jobs will call for unskilled workers. Functional illiterates are competing for fewer and fewer jobs. Most ninth-grade drop-outs are functionally illiterate. Many high school graduates in culturally deprived areas are functional illiterates, and in addition to being functionally illiterate these people lack the basic education needed in most occupations. These people need a great deal more than literacy training.

I have said about all I am going to say about the background of literacy education. We know what the backgrounds are. We know that whereas ten years ago it was accepted that it was your own fault if you were poor, people are now saying to society, "It ain't my fault, it's your fault we're poor. Do something about it." And that is what ABE is all about--doing something about it.

PRINCIPLES OF TEACHING READING IN ADULT BASIC EDUCATION

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I think the thing that confuses many people about "method" is their inability to understand that the one person who decides the particular aspects of classroom method is the individual teacher.

Method is a broad term. Each method is supported by many techniques: we talked about some of these this morning. Remember, I quoted you the statement made by Getzell that "Theory without practical application is dead, and practical application without theory is blind." As you learn the general principles behind a given subject of discipline, you begin to know what specific methods and techniques to use. You become scientists and artists. You need to know as much about the learning process as possible and how it occurs in the teaching-learning situation. To this extent, teaching is a science. The art comes when we are able, on the basis of a personal relationship, and on the basis of working with a person as an individual, to know how and when to use the proper techniques at the appropriate time. Neither I nor anyone else, at this present time, can give you a magic formula that will work with all students at all times. I hope you understand this. So, I would like to present to you some of the psychological and sociological aspects of instruction that seem to be of greatest importance. We will try to draw together the things that have been presented regarding the psychological and sociological aspects of the adult under-educated learner and then come up with several principles of reading instruction based on these.

Suppose we define reading. I am going to start with a very simple statement. Reading is a complex act.

Have you ever tried to isolate everything you do as you read? Try to define what you are actually doing. There is a group of people who have all agreed to what the definition of reading is. The psychologist says it is getting meaning from the printed page. McKee, in his new text on teaching reading, says this is not so. Yet, we do know, each one of us can get information from the printed page.

The sociologist says reading is interacting with meaning on the printed page. In other words, on the basis of my experience, I can now come to my own decisions and disagree with the material. Let's take an example here in Florida. For years until reapportionment came along, the areas of North Florida controlled the legislature. Now the control is in South Florida. When the Miami Herald came out with the news of reapportionment the people down in Miami said, "Finally. We are going to get what we need. We are going to be able to do the things that should have been done for so many years, and those doggone North Floridians are going to get their come-uppance, so to speak."

Now how about a person in Tallahassee? He reads the same headlines in the same paper and says, "Those crazy no-good South Floridians are going to ruin the State. They'll take everything away from us." Both read the same heading and got two entirely different reactions. They interacted differently with the materials.

Next, the litterateur says reading is the appreciation of fine literature. They recommend that we use the Great Books to teach reading in adult basic education classes. I think that would be a mistake.

Words alone are meaningless. The printed pages are just a graphic representation of speech. It is merely a matter of speech put down on paper. The words are always important, and we need to study words, if only to teach the roots, prefixes, and the suffixes. It definitely helps in teaching some people to read.

Another thing to remember is that reading is not merely the sum of its parts. If it were, we could merely test people and say you missed this point, this point, and this point, on a scale of 20 different factors. Now, all we have to do is teach you the missing factors and "presto!" you can read. But, unfortunately the problem is not that simple. Even if we did teach the missing factors, this individual might still not be able to read.

Now, what is really involved in reading? I'd like to use this little chart taken from Smith and Dechants, Psychology in Teaching Reading, to give you an idea of what the total reading act involves. First of all, reading is a perceptual process. We will come back to this later. Reading is an interest. Not only does the individual become interested in reading, but he also becomes interested in the subject matter which reading involves.

Reading always involves subject matter. We do not learn to read by reading about reading. We always read about something. So, content reading is always involved in the teaching of reading.

Reading is a developmental task. Now a developmental task is one which, when completed, facilitates further growth in the organism, but unsuccessful attainment hinders or even halts further growth. ABE students have not completed the developmental task of learning to read.

Reading is also a growth process. The process that usually occurs as a result of direct instruction.

Reading is a tool for learning. We first teach a person how to read. Then, we shift our emphasis so that we are now teaching the individual to use reading as a tool for learning.

Reading is a response. We never read without reacting.

Reading requires thinking. Thus, reading is a process of the central nervous system, the brain. Reading is a visual process and if an adult cannot see clearly, he will have problems learning to read.

Now, let's go back to reading as a perceptual process. Perception, by definition, consists of sensation, images, and memory. Without memory none of us could learn. If you couldn't remember anything, you could never learn to read, write, or talk. Hebb defines perception as, "The setting up or the preparation of the organism for a response." It is an awareness of items in the perceptual field. Here is an example of perception. A person comes into this room and he sees a group of people listening to a speaker. He perceives that a class or lecture session is in process so he brings the speaker into the center of the perceptual field to find out what he is talking about. The speaker comes to the fore-front of his perceptual field and the audience fades into the background.

In reading, we have the same process. I may want to read a selection to get a clearer picture of what the author says. Then the ideas come to the forefront. Or, I may want to look for a specific bit of information or word. I then scan the article to find it. How many of you, in reading, have looked for a certain word and all of a sudden that word seems to jump right out at you?

Reading is a perceptual task. But remember, perception is a personal matter. We perceive everything on the basis of our own past experiences. If each of us were to see the word horse, we would perceive it and conceptualize it differently. I might picture a farm horse. Someone else might perceive it as a pony, another person as a race horse, etc. The reading task requires each of us to accurately perceive the meaning of the printed page.

The ability to perceive oral language is well developed in the child when he comes to school and also in the adult illiterate. One of our main tasks in teaching reading is to get the students to transfer this aural association to printed stimuli. In order to give you an idea of the difficulty of this task, I want you to take the sheets I have handed out. Tear off the front page. This is a variant alphabet. Letters A-M are based on horizontal lines. _A_ is one horizontal line, _B_ is two horizontal lines, _C_ is three horizontal lines. You make _D_ and you have a small vertical line to the left. _E_ has two small vertical lines to the left, and _F_ has the small vertical line equi-distant from the ends. This combination of a horizontal line base and varied positioning of the small vertical lines, top and bottom, right and left, forms the first half of the alphabet. The letter I starts another pattern using vertical lines as the base. Here small horizontal lines extending from the vertical line base, right and left, top and bottom, form the rest of the letters of the alphabet.

Now, I am going to ask all of you to translate the following passage. You have a statement about reading, and a statement taken from an adult education reader. I am going to give you five minutes to see how far you get with translating this in order to give you an idea of the difficulty of a beginning reader trying to read. This is essentially a decoding task. How many are finished? Two? Good, you must have started early. This task is what the linguists consider the essence of learning beginning reading--decoding. The linguists conceptualize this task differently than do the educators. The linguists maintain that the beginning reader goes from the printed symbol to the oral word and then to meaning. The educators, led by William Gray and others, maintain that the beginning reader goes from the printed word directly to meaning.

Let us use learning a foreign language as an example. When you first began translating, did you not read the word in the foreign language, then bring the English word to mind, and then come to meaning? There would seem to be a parallel here between learning to read and learning to read a foreign language. In both, the learner reads the printed stimulus, then goes to a learned response, the oral word in learning to read and the English word in learning a foreign language--and then to meaning. It would seem that the linguists do indeed have a valid point.

Once the decoding has taken place, perception and concept formation become involved. A concept is a generalization. It takes place by means of repeated experiences with objects, places, people, and things. A child initially may call all men "daddy" and all four-legged animals "dog" or "cat" whichever he has come into contact with. Later on he learns to differentiate between his "daddy" and other men. He also eventually learns to differentiate between cats, dogs, and other four-legged animals. Through this process of concept formation, the child comes to school with a large store of concepts represented by his spoken languages. In school he must learn to attach these same concepts to printed words and develop more.

The adult learner has spent a whole life learning concepts which he uses in his spoken language. He has not learned, however, to attach these to the visual symbols involved in reading. Therefore, the task of developing concepts is of a different nature for adults than it is for children.

The whole process of perception and concept formation are a part of the central nervous system and reinforce the notion that reading is a thinking process. But it is not a natural activity that we do without being taught. Even our eyes have to adapt to the reading act which requires very acute visual ability. With the eyes we see the words and then with the brain we translate what we have read into ideas, concepts, and actions. Hence, it is even possible to conceive of having to form the concept of forming a concept. This requires a high level of abstraction and is difficult to teach.

We don't usually have to worry about this phase of reading with our ABE students. But in order to have success with the adult learner, relate these to the factors of the reading act, and then develop some principles for teaching reading to the ABE students.

First, I must identify the classification system we have used to place students at the different levels of reading:

1. The Introductory, learn-to-read phase. Here the student learns the actual process of reading and includes levels 1-3.

2. The Elementary, read-to-learn phase. Here the student learns to use reading as a tool for learning and includes levels 4-6.

3. The Intermediate. Here skills are maintained and extended and study skills are taught. This includes levels 5-8.

4. The Developmental, extending skills to a high level of competency phase. This includes level 7; the highest attainment possible for each student.

Instruction of ABE students needs to be student-centered; proceed from the simple to the complex, from the concrete to the abstract; be diagnostic in nature; bring about ego and physical involvement on the part of the students; individualized to a great extent, and use interesting and appropriate materials.

The ABE learner has little learning and the experiences he has had to this point have been completely unsatisfactory and frustrating to him.

He is failure-oriented; he has had little or no success in life. He failed in school and is thus under-educated. He failed in the economic sphere and thus is considered to be in a state of poverty. He needs success to learn that all his efforts need not result in failure.

He has been frustrated by education. Since the day he started school, he has had trouble. He was introduced into a foreign world, so to speak. He got out of this unpleasant situation as soon as possible. He got a job, was married, and now his children form part of the group of culturally disadvantaged children attending our schools. This frustration with education does not make school seem an especially pleasant place for him to be. He usually avoids it if possible because of previous unpleasant experiences. He has a low concept of self. He has failed so often that failure, in and of itself, has become a habit. This attitude toward life needs to be changed.

He has poor language development, and is not verbally oriented. The ABE student is often the parent of the culturally disadvantaged child. Now, if we accept the notion that the language characteristics of the culturally disadvantaged child are the result of his home environment, then it would seem that the ABE students would have the same language characteristics, because their culturally under-privileged children, whom these parents have given the initial language experiences, will usually speak the same language as found in their homes and communities. So we can probably use much of the research on the language characteristics of culturally disadvantaged children and directly apply it to ABE classroom instruction.

He is action-oriented. He stresses the present and wants immediate gratification of his desires. ABE students would usually prefer to act out solutions to their problems and not talk about them.

He has always managed to achieve by means of his physical prowess, stamina, and strength. He feels this is the only thing others cannot take away from him. He also feels an urgency to learn now. He no longer feels that his whole life stretches ahead, but feels an urgency to attain while there is yet time. So immediate success becomes a very vital thing to him.

He has a different set of social values. The under-educated adult often does not feel bound by the same inhibitions as do middle-class people. ABE teachers do not necessarily have to accept these as their own, but must be willing to tolerate this variant cultural pattern of living and then attempt to modify it.

He is doubtful of his ability to learn. Learning, especially in the school situation, has been a very difficult thing. He has had practically no success in learning at school or on the job, hence, his illiterate status and poverty position. He needs to gain confidence in his ability to learn and be able to master school tasks.

He is ultra-conservative and fears change because he has so few alternative means of adjusting to change. Therefore, he may fear ABE classes and learning. They will bring about a change that he is totally unprepared to cope with.

He needs to have immediate success in the learning situation. If he is immediately successful, it will help him to accept learning and regain confidence in his own ability to learn.

He needs to immediately see the usefulness of what he is learning. The adult learner feels he has to waste no time and wants to make use of what he has learned right now.

He has a larger background of experiences than do children and therefore should not need to spend as much time on concept development and may result in the ability to learn faster.

He is always alert for signs of rejection.

Principles of teaching reading to ABE classes:

1. Reading is a learned skill and must be directly taught. It is not enough to teach reading incidentally. Direct instruction is necessary and vital.

2. It is as easy to teach an individual not to read as to read. Therefore, the emotions are involved and attitudes toward reading are of great importance.

3. The organism must be physically, mentally, emotionally, and socially ready to learn to read.

The adult learner who feels that he cannot, and does not want to, and/or is afraid to learn, needs special help. He needs readiness activities to prepare him for the learning task involved.

4. Word recognition skills, the mechanics of reading, must be directly taught. But they do not and should not form the final goal of reading instruction. They must be taught as a means of gaining reading comprehension, but not as the end goal of reading.

5. All students learn at different rates via many different modalities of communication. Therefore, no two individuals in the class may be at the same place in instructional activities.

As much individualization of instruction must be carried out as is necessary to permit the optimal development of each student.

6. An abundance of instructional materials should be available so that the teacher may provide interesting instructional and free reading material to each student's level of proficiency.

The day when a one-textbook approach to teaching is defensible is gone. We need to have many books about many different aspects of the subject being studied. These books should be written at many different levels of readability.

7. The diagnostic approach to teaching is imperative. It involves the process of test, teach, retest, and reteach.

JUDGING ADULT BASIC EDUCATION MATERIALS

(Author unknown)

Select the material to be evaluated. Review and appraise the material for the students, and the teacher's guides. Not all points listed below will apply to all materials or all levels of instruction.

I. Philosophy represented by the materials.

A. Is the philosophy of the materials in harmony with modern principles of adult education?

B. Do the materials make reading an integral part of a broad program of curricular experiences?

C. Do the materials facilitate providing for individual differences?

D. Do the materials foster personal growth, wholesome attitudes, and sound ethical values?

II. Content

A. Are the stories and unit themes well adapted to the interests of adults?

B. Do the unit themes and story topics expand and extend the students' interests? Do they widen horizons?

C. Are the contents presented immediately applicable to the lives of ABE students?

D. Are the story topics well balanced:

1. Between modern stories and old favorites?
2. Between realism and some fancy?
3. Between humorous and serious selections?
4. Between factual and fictional?

5. Between rural and urban themes?
6. For all people in all sections of the country?
7. Are all curricular areas touched on?
    a. Social studies
    b. Science
    c. Math
    d. Language

E. Are the stories written in a lively, appealing style?

F. Do the selections represent adequate literary standards?

III. Readability

A. Vocabulary

1. Is there enough vocabulary control to insure a fairly constant reading level?
2. a. Are new words introduced at a rate which permits easy assimilation by students?
    b. Are words repeated often enough to insure adequate reinforcement?
3. Does the vocabulary include service words and vocationally oriented words?
4. Are the meanings of words stressed?
5. Are the facts of vocabulary control easily available?

B. Other factors

1. Are sentence length and structure adjusted to the stated reading level?
2. Is paragraph length adjusted to the stated reading level?
3. Is the story length adjusted to the stated reading level?
4. Are concept loading and the type of concepts developed appropriate to the reading level?
5. Does the style of writing contribute to readability?
6. Are the books attractive and appealing in appearance?

IV. The Teaching of Reading

A. Are the teacher's guides complete and detailed enough to present a complete reading program including:

1. An overview of the program
2. Lesson plans for each selection
3. A vocabulary development program
4. A study skills development program
5. Continuous evaluation exercises
6. Suggestions for individualization
7. Suggested audio-visual aids
8. Suggestions for related supplementary reading

B. Is readiness stressed at all levels?

C. Do the lesson plans include suggestions for inferential, interpretative, and critical reading?

D. Is the vocabulary development program adequate?

1. Is a varied word analysis identification program included?
2. Are phonic skills presented and maintained at the proper stages?
3. Are structural analysis skills presented and maintained at the proper stages?
4. Are word recognition skills functionally developed?
5. Are word recognition skills maintained and applied throughout?
6. Are context clues developed?
7. Are dictionary skills developed?
8. Is vocabulary enrichment emphasized?
9. Is meaningful reading emphasized?

E. Is the study skills program complete?

1. Are readings developed to help the student find:
    a. Main ideas
    b. Details
    c. Sequence of ideas
    d. Critical reading, drawing conclusions, making inferences, showing relationships.

2. Are reference and locational skills developed?
3. Are library reference skills developed?
4. Are organizational skills developed?

F. Are individual differences provided for:

1. Through special exercises?
2. Through specific suggestions for teachers?
3. Through specific suggestions for enrichment?
4. Through tests for diagnosis and evaluation?

G. Are provisions made for both slow learners and the more rapid learners?

H. Are content area reading skills developed and maintained?

I. Are both oral and silent reading skills developed?

V. Teaching Aides

A. Workbooks

1. Are workbooks for each level available?
2. Do workbooks provide functional, meaningful practice in using vocabulary?
3. Are comprehension and interpretation skills maintained and extended?
4. Are word recognition skills maintained and extended?
5. Are study skills maintained and extended?
6. Are critical reading skills maintained and extended?
7. Are the problems presented related to the life problems of the ABE student?

B. Tests

1. Are tests specifically designed for the series available?
2. Are diagnostic tests available?
3. Are yearly tests available?

C. Are audio-visual aids available?

VI. Physical Features

A. Type

1. Is the type clear enough to cause no visual problems?
2. Is the type large enough to cause no visual problems?

B. Pages

1. Are pages open?
2. Are pages attractive?
3. Are pages inviting?

C. Illustrations

1. Are the illustrations appealing to ABE students?
2. Are the illustrations well arranged on the page and well distributed throughout the book?
3. Do the illustrations help clarify the text, build meanings, and add interest to the reading?

D. Paper

1. Does it meet readability requirements?

E. Cover and Binding

1. Are the covers attractive?
2. Are the books well made and durable?
3. Are the books small and compact?

SUMMARY: Summarize and review your findings in narrative form.

EVALUATIVE CRITERIA FOR THE SELECTION OF ADULT BASIC EDUCATION INSTRUCTIONAL MATERIAL

1. Is the philosophy of the materials in harmony with modern principles of adult education?
2. Do the materials make reading an integral part of a broad program of curricular experiences?
3. Do the materials facilitate providing for individual differences?
4. Do the materials foster personal growth, wholesome attitudes, and sound ethical values?
5. Is the content appropriate for adults?
6. Is the cost nominal? The course content is a prime factor; however, the cost should be an important consideration.
7. Is the type of print large enough? Visual acuity has decreased in adulthood. The print should be easy to read.
8. Is the book printed with different color inks?
9. Is there a summary, vocabulary list with definitions, questions, etc.?
10. Is the edition date fairly recent?
11. Is the textbook designed as a guide for the teacher, not the sole determinant for the course objectives? The instructor must supplement the instruction with A-V aids, resource persons, and a myriad of materials available from many sources. Are there suggestions for these supplementary instructional aids?

12. Has a textbook selection committee been established? This committee should be composed of teachers of adults, administrators, and possibly some students. It should recommend for adoption textbooks appropriate for adults and embodying the guidelines for the selection of these books.

13. Is the adoption period approximately three years in length? However, if better and more effective books become available, their adoption can be at an earlier date. The existing inventory of such books shall be an important consideration.

SPECIFIC CRITERIA FOR EVALUATING THE CONTENTS, ORGANIZATION, AND FORMAT OF THE MATERIALS

1. Are the goals for each lesson clear, practical, and attainable?

2. Does each lesson teach one or two concepts thoroughly?

3. Are subject matter and learning activities familiar and interesting to adults?

4. Does the content, whenever possible, raise the self-esteem and status of the adult student?

5. Do the materials motivate or encourage individual reading, speaking, writing, and other study?

6. Is the language used in lessons adult in tone?

7. Are sentences used in lessons similar to the sentence patterns used by adults in oral communications?

8. Are the skills and concepts taught in sequential, logical order?

9. Do the drawings, illustrations, and other graphics clarify ideas presented verbally?

10. Are the materials written in such a manner that the students can follow the lessons to a large extent by themselves? They should not be too dependent on instructors.

11. Do the materials have built-in measuring devices to show both quantitative and qualitative student progress?

12. Do the materials instruct in actual life situations, such as food, property, job, voting and civics,saving, social security, housing, homecraft, safety, etc.?

DEVELOPMENT OF A READING SKILLS KIT
(Highlights)

Carol Geeslin, Materials Specialist
Fundamental Education Materials Center
Florida State University

I. Procedure

1. Decide which grade level you will be working on.
2. Choose a skill area from the Sample Index.
3. Label a folder with that area: Word Meaning, Phonic Analysis, Structural Analysis, Comprehension, Study Skills.
4. Decide which specific skill, such as prefixes, suffixes, antonyms, etc., you wish to find first.
5. Find a workbook on your chosen grade level and look through it for an example of the skill you have chosen.
6. If you find an example use the razor blade and cut out that page.
7. If you do not find an example, choose another workbook and follow the same procedure.
8. When you have cut out the page with the skill on it, place it between two sheets of acetate and staple the acetate together at the four corners.[1]
9. Place the finished product in its appropriate folder.
10. Repeat this procedure for all the skill areas for every grade level.
11. Place materials in a suitable box, indexed in such a way that relevant data can be found when needed. A sample index is presented in the next section.

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[1] You may find that you want to use one side of several pages and not the other side. If the skills on these pages are similar and go under the same skill category, paste the pages together so that the desired exercises are on either side of the finished product and then staple between acetate.

II. A Sample Index

1. Extended word meanings
    a. Antonyms
    b. Synonyms
    c. Homonyms
    d. Multi-meaning words
    e. Context clue

2. Phonic analysis
    a. Phonic analysis (rhyme)
    b. Phonic analysis (visual and auditory)
        1) Dipthongs (oi, oy, ou, ow)
        2) Initial consonants
        3) Consonant blends
        4) Vowels (long and short)
        5) Diagraphs (ea, ie, ai, oa, ee, oo)

3. Structural analysis
    a. Compound words
    b. Contractions
    c. Prefixes
    d. Suffixes
    e. Root words
    f. Syllabication

4. Comprehension
    a. Following directions
    b. Classification
    c. Details
    d. Main ideas
    e. Fact vs. opinion
    f. Drawing conclusions
    g. Interpretation
        1) Meaning
        2) Feeling
        3) Idioms
    h. Inferences
    i. Outlining
    j. Analogies
    k. Punctuation (key to meaning)
    l. Recall
        1) General
        2) Specific

- m. Summarizing
- n. Description
    - 1) Words
    - 2) Phrases
- o. Likenesses and differences

5. Study skills
    - a. Alphabetical order
    - b. Book parts
        - 1) Table of contents
        - 2) Title page
        - 3) Index
        - 4) Glossary-dictionary
            - a) Diacritical markings
            - b) Meaning
            - c) Pronunciation key
            - d) Use
            - e) Guide words
            - f) Alphabetical order
            - g) Accent marks
    - c. Reference sources
        - 1) Newspapers
        - 2) Telephone book
        - 3) TV schedule
        - 4) Timetable
        - 5) Encyclopedia

6. Sample tests
    - a. Gilmore Oral Reading Test
    - b. Gray-Votaw Rogers
    - c. Neff-Ratsoff
    - d. ABLE
    - e. Others

STANDARDIZED TESTS AND THEIR UTILIZATION
(Highlights)

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A comprehensive ABE program should include a well structured testing program. In quoting from "A Guide for Teacher Trainees in Adult Basic Education" published by NAPSAE, wise use of tests should be designed to meet the following four objectives:

1. Determining initial skill level placement of students.
2. Diagnosing individual and group needs in the skill areas.
3. Measuring student achievement in the skill areas.
4. Determining student eligibility for certification.

When to Test

Test informally at the beginning of a program. Adults don't need to be placed in a tension-filled situation the first night they come to class. Testing of a more formal nature can gradually be introduced. To subject the enrolling student to an impersonal, highly formal group testing situation on his first contact with the school could discourage him from enrolling in the program. The informal initial instructional level placement tests are designed to give only an approximate reading level. Occasionally the results of these tests will not define an exact level. If the tester is trying to decide between two levels, he should choose the lower level. This will give the student opportunities to experience success immediately.

Ten criteria for evaluating a standardized test (from the NAPSAE manual) are:

1. Content
2. Validity
3. Directions--Are they clear, concise, etc., result-in a minimum of test-taking errors?
4. Scoring--Must the scorer have special knowledge and training to score the test?
5. Norms--If adult norms are not available is there a correlation with those established for young people?
6. Reliability
7. Standardization--What are the bases for the standards which this test proports to measure? Are they adult standards?
8. Publisher--Does the publisher have an established reputation?
9. Authors--Their background is important. Are they well known in their particular field?
10. Recency--Recent enough to reflect today's standards, but old enough to withstand the test of time.

ADVANTAGES OF PROGRAMMED INSTRUCTION

Programmed Instruction	Classroom Instruction
1. Training is individualized.	1. Training is given as a group.
2. Each teaching point is mastered before introduction of the next point.	2. Due to group training, there is no assurance each individual masters each point fully.
3. Instruction is aimed at a given objective and student cannot deviate from subject matter.	3. Irrelevant questions tend to deviate from subject matter.
4. Through drill and responding the student takes an active part in what is being taught.	4. Because of shortage of time and size of class, a student cannot always participate.
5. Correct answers are provided immediately.	5. Days, sometimes weeks, may go by before student knows if he is right or wrong.
6. Course is standardized and all students are taught the same.	6. Quality and quantity of instruction is dependent on the individual instructor.
7. Training is more effective through small steps, controlled sequence, repetition, and participation.	7. Effectiveness is not assured since the instructor cannot provide repetition, participation, or present the subject matter in small steps.

8.	Training period is reduced due to more effective training and elimination of irrelevant material and questions.	8.	The same amount of subject matter would require longer instruction time to provide equal effectiveness.
9.	Student works at his own rate of comprehension irrespective of background and experiences.	9.	Instruction is geared to average students based on level of background and experience.
10.	Instruction is not required and course can be given at any time and in any place.	10.	Need arises for a qualified teacher and for sufficient number of students to constitute a class.
11.	Due to more effective training, individual is productive sooner.	11.	Portion of learning left to the student because of insufficient training time and lack of participation.

The above is very definitely slanted in favor of programmed instruction. But programmed instruction is only one method of teaching. On the following page, see if you can think of some advantages of classroom teaching over programmed instruction. List as many as you can.

V. TEACHER TRAINING

TRAINING THEORY AND DESIGN AS RELATED TO TEACHER TRAINING IN ADULT BASIC EDUCATION

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The development of individuals to perform tasks, or to improve their performance, needs to be seen as an organized process. The ultimate purpose of training is some modification of the behavior of an individual. There are those who dislike the idea that they are influencing the behavior of others, yet such influencing is a constant factor in all societies. Man must constantly change as his environment changes--he must learn to adapt, and this very process can happen accidentally or can be planned. In developing manpower for human services in the war on poverty we cannot allow it to be accidental for this is too much of a luxury. The changes must be carefully planned--training must be organized and directed.

Training can have many definitions. For purposes of this paper it is seen as the process by which 1) the behavior of an individual is changed, 2) over a given period of time and 3) is measurable. Behavior can be manifested in what an individual does, but his thought processes and value systems are also part of his behavior and therefore are part of the training picture.

A basic concept of any learning situation is that the process becomes more meaningful when the learner is involved in his own learning. The process of training should not be smothered in mystique. The trainer and trainee should jointly be involved in the entire process. The degree of involvement which naturally differ, and what each brings to the process will vary greatly. However, training should not be a one-way process, or something somebody does to somebody else. It should be a shared experience with all the risks that such a relationship implies.

There are many ways to look at the process of training. In this paper it will be seen in terms of the steps set forth in Figure 1: developing job standards, identifying needs, determining objectives and content, selecting methods and materials, obtaining instructional resources, conducting the training and evaluation and feedback.

Developing Job Standards

The training process does not start with formal instruction. The first step must be the identification and agreement on what the job requires. In industry, this would be called a job analysis or at least a job description. It should indicate the duties to be performed; the possible sequence, and the outcome that can be expected. In human services there is a lack of job descriptions in many areas and training should not start until these have been developed.

The development of job standards should involve trainers and trainees. Those who are to utilize the services of the trainee should likewise be involved in setting forth of the tasks to be done. The very process of developing these job standards can likewise almost be a training experience for those involved.

There is a temptation to rush ahead and start training without accomplishing this step. It is all too easy to make the assumption that "of course, everybody knows what the typist has to do." But is this common knowledge? Check it out and results may be confusing. Even words per minute become meaningless when one considers the possibilities: gross words, net words (assuming everybody knows what these terms mean), mailable letters, pages per hour, etc.. Even this does not encompass any related duties that the supervisor may expect of the typist. It is best to clarify the job market first, the consumer should be queried. What does the employer or supervisor expect of the trained employee?

The standards should not be just generally agreed upon but must be written down. If the individuals concerned cannot agree, in writing, on the tasks to be performed, then how can the trainer develop program and how can the trainee know what is expected of him?

A common complaint is that this step is too time consuming and busy people just cannot be expected to sit down to develop this detail. Unfortunately, there is no choice. It must be done. If the agency who will utilize the trainee cannot do the job they may have to obtain the outside resource to do it for them. Still, they cannot escape their own responsibility to be part of the identification of the job standards which must precede any good training program.

Identifying Needs

All individuals have training needs, for needs are constantly being created and therefore training never ends. However, individuals also have experiences and capabilities so that all training should not start at the same place with the same fundamentals. Simply defined, the training needs of individuals are the differences between what the job demands in the way of what they should know and to what the individual must know and do on the job (job standards). Unless it is clear as to what the individual must know and do on the job, it is impossible to identify what he needs.

For a person being prepared for a job he has not previously done, the identification of his needs may not be too difficult. It would be necessary to know what he can do. There are many methods for determining this, and the following is not meant to be comprehensive.

Observation: Where the tasks to be accomplished are visual ones, or those which are readily identifiable, it may be possible to place the trainee in such a position and observe how he behaves as a receptionist. Of course, the observer must be trained and the situation must be one in which poor performance by the trainee does not jeopardize the functioning of the organization or imply too much threat to the trainee.

Questionnaire: If knowledge must precede behavior it is sometimes possible to determine the level of knowledge through a questionnaire. Depending on how it is developed, the questionnaire can also be seen as a form of written test. If the trainee has had previous negative experiences with written tests, the trainer must be cautious to avoid this experience from prejudicing the trainee's attitude toward the training program.

Interview: Where the written ability of the trainee is in doubt, and written tests are undesirable, the interview may prove successful. The trainer should avoid having the situation become merely a question-and-answer procedure but rather the involvement of both individuals in a process of mutually identifying the experiences and the capabilities of the trainee as related to the job. Although such a process is time consuming it may reduce the amount of training time needed before the individual can be placed on the job.

Performance Tests: Where the trainee must be able to do some tasks, previously identified under job standards, his needs may become very evident by having him try to do the job. This would differ from observation in that the performance might be in some situation removed from the actual job scene and therefore without the threat to the individual who cannot do the job too well.

Group Self-Analysis: If there are a number of trainees of approximately the same level and all expected to do the same job, it may be possible to identify needs on a group rather than individual basis. For many of the persons in the human services area this may be more desirable as such a group process can be very supportive. The trainee may not feel so inadequate when he discovers there are other mature individuals who likewise have training needs.

Determining Objectives and Content

From the needs identified earlier it is now necessary to select those which must be met through the training program. These needs must now be stated in terms of specific objectives. The objectives must be clear and without ambiguity. The trainee should be involved, when possible, in stating the objectives so they become his expectations as well as the expectations of those who are conducting the program.

The content of the training program must support the objectives. This is not as easy to accomplish as might be expected. Each of us has pet theories, accumulations of knowledge, and even prejudices which we think should be shared. It is too easy to include these in a program because it would be "good if the trainee knew this."

To avoid encumbering the content with material that is not essential, one can look at content by remembering DIG. (The following is based in part on a conceptualization by Dr. Leonard Silvern.)

D--Directly related to the job
I--Indirectly related to the job
G--Generally related to the job

Material which is unrelated should not be considered at this time.

Using the same approach, the content of a training program can also be seen as:

D--Definitely needed if the trainee is to perform the established tasks
I--Important for him to know, but he could do the job without this material
G--Good for him to know, but would not severely affect job performance

For example, a Field Representative working for OEO must know (D) the Economic Opportunity Act of 1964 and the amendments. It would be helpful if he also was familiar with the Congressional hearings and controversies over various sections of the law (I). As both the Act and the hearings are part of our government system he should also know how laws are made (G). All together they form a cohesive pattern but the relative importance of each as content must be differentiated.

After content has been identified and classified, a sequence must be established. There are many ways to look at sequence. One approach is to go from the specific to the general while another is to go from the general to the specific. There are many other ways to view the sequence, but the essential element is that there must be some order which appears logical to the trainer and the trainee.

Selecting Methods and Materials

A mistake often made by persons inexperienced in training is to reverse this section and the previous one. This happens when somebody enthusiastically comments, "I know an excellent film we must use" before there has been agreement on what is to be the content of the program. In training, we have borrowed a truism from architecture that might be helpful: function determines form. In essence, first we must decide what we want to do (content) and then we can identify the form (methods and materials) which can best do the job.

One way of looking at materials might be the following:

Oral-teacher directed: Lectures, lecture-discussion, lecture-demonstration. This need not be avoided, but should be carefully planned. However, as it is probably the easiest to work with, and can be very ego-satisfying to the teacher, it is probably the most used.

Self-instructional: Correspondence, programmed instruction and organized reading. The trend to use this approach is increasing and has great merit. Unfortunately, there is still too much emphasis on "hardware" or the use of machines and similar devices. The method is particularly useful under certain circumstances which have not yet been fully explored.

Audio-visual aids: Projected such as films, slides, closed circuit television; non-projected such as chalk board, flannel board, easel with newsprint, tape recorder, magnetic board. Useful in a variety of circumstances, but avoid the danger of putting on a show and entertaining, rather than training.

Group Involvement: Dyads, triads, buzz groups, work groups, case study. Ways of involving the learner in his own learning by having him react to or work with material in a small enough situation so that he cannot be overly passive.

Simulations: Role playing, in-basket, vestibule, business games. Training done as close to the real situation as possible which can be very productive but difficult to develop and conduct.

The above is very brief and is only meant as an indication of the variety of methods possible and some of the cautions which must be observed.

Another way of looking at methods is to view them in terms of the kinds of change to be brought about.

Obtaining Instructional Resources

All the methods discussed, with the exception of self-instructional, require the use of some form of instructor. He might be a teacher, group leader, lecturer, or any other of a myriad of titles which might be assigned to individuals who assist in the learning process. Even the self-instructional methods require the use of somebody who can guide and assist the trainee in the selection and utilization of the appropriate self-instructional technique.

Instructional resources are essentially either in-house or out-of-house. That is, the resource might be part of the agency itself. If there is a training director, he is obviously the key in-house person who will either instruct directly or train others to instruct. Sometimes, it is feasible and desirable to have other agency personnel available to serve as trainers. One approach is to assign the personnel to work under a qualified trainer for a period of time so as to bring the reality of the work of the agency into the training situation. Another approach is to assign personnel on a part-time basis, say for two hours a week, to conduct training. There are many other variations of this approach but rather than follow any given path the agency must identify the ways in which its regular personnel can make the best contribution to training while at the same time carrying out the regular work to which they are assigned.

It is sometimes more advantageous to go out-of-house for a training resource. This might apply to the entire process of training, but more usually it will be in the conduct of the training itself. Such use of outside resources becomes important when the agency lacks sufficient staff, does not have certain kinds of specialities represented on its staff, or finds it less expensive in trainers. When using outside resources, the agency must be careful not to abdicate its own ultimate responsibility for the training. The resource is to help not to take over.

The pressures on our society today for trained manpower have resulted in a phenomenal growth of various groups claiming to have expertise in the field of training. There are no guidelines that have yet been developed whereby the validity of an outside resource can be easily determined. One test is to contact other agencies for whom they have trained and obtain an assessment from them. Such data will be contaminated by a host of factors, yet is one of the few ways available to quickly assess capability. Another approach commonly used is the pilot program or demonstration program with the choice being left to the agency to terminate at any point where the outside resource does not seem to be meeting the agency's needs.

Conducting the Training

The actual conduct of sessions is often overlooked. The work done earlier can easily be lost if the actual conduct of the training does not have careful preparation. Some obvious examples are in the use of audio-visual aids: if the room cannot be adequately darkened, the type of aid to be used will be circumscribed. If the room has fixed furniture, the decision to use small group work may be seriously hampered. Still under the heading of physical facilities is that there are adequate ventilation and light. The facility should be one which is conducive to training and recognizes the learners as adults. It need not be a classroom--this is not always the best facility. The facility should be related to the objectives, needs, content, and method of the training.

The training may also need logistic support in the way of supplies and equipment. An easel without newsprint is as meaningless as a chalk board without the chalk. If films are to be used, they must be on hand in time and have been reviewed prior to the showing.

When conducting the training, time components should be agreed upon and honored. If the session is to be two hours, it should be that length and not go half-anhour overtime. The individuals concerned may have other commitments but may find it uncomfortable to disengage from the training session. Physically they may have to remain, but emotionally they have been lost and their learning has been blocked. Also, if the session is to start at 9:00 a.m., a start at 9:30 a.m. may be undesirable. Of course, the trainer cannot be absolutely rigid, but when the session must differ from what had been planned, the trainee should be involved in exploring alternatives.

Some trainees will not attend all the sessions. In some situations this may not be significant. However, to the degree that a trainee misses a session, he may be less qualified to perform the tasks expected of him. Absence should be watched carefully, but not handled punitively. When an adult is absent from a training session there is usually more than a whim involved. The reasons must be carefully explored with all those concerned. Absence can also be the early sign of an adult preparing to drop-out. The trainee may see himself as being "pushed-out" or "spit-out." Whatever the perception, the training program must have provision for identifying and working with those for whom there is an indication that the experience will be less than successful.

On the other side, there must be adequate recognition for those who do attend and successfully complete the program. The ultimate recognition, for some, may be in being able to do a job or do it better. For others, some more immediate form of recognition may be necessary. The recognition should not be pasted on to the end of the program but must be built in as part of the training process.

Evaluation and Feedback

Evaluation tends to frighten individuals who feel that they cannot adequately accomplish this task. Actually, we are all constantly evaluating as we make decisions. For training, the process of evaluation must be more organized, but need not approach the realm of a research project.

The first question is one of what to evaluate. The answer is simple. The training process started with job standards. Then we added individuals who needed to be trained to do the job up to the standards. The evaluation then is, can the individual perform the tasks at the level previously agreed upon?

At the same time, we also need to evaluate the process of instruction and the entire training plan. However, this evaluation is only in terms of the overriding evaluation of the performance of the individual.

There are many ways to design evaluation and three of the most useful ways are:

Tests: which are given as part of training. The most common is the pre-test and post-test. That is, develop a test which is related to what the job requires and what he will learn during training. This provides the trainee with a fix point as to where he is starting.

A comparable test given at the end allows him to see how he has progressed. Such tests can be verbal or performance, depending upon the job and the trainee.

Observation and Interview: This is usually best done after the trainee has left the training situation and is on the job and performing. Observation should not be done without the knowledge of the trainee and those he works with. Sometimes, involving his peers in the evaluation process can provide additional learning for all concerned.

Records: of attendance and performance might be indicative. However, care should be taken that other factors are not being evaluated--factors other than training. A review of completed work may indicate where training has not been entirely successful, or other training needs that had not previously been identified.

The trainee should be involved in the evaluation process and often in the designing of the evaluation. If he knows the criteria for performance and evaluation he is more likely to be able to learn and use what he has learned. The results of the training should also be prepared with those who are responsible for the training and for those who are providing the funds. These groups may be within the agency or outside. Essentially, they are concerned with one main point, "What did they get for their training dollar?" It is a good question, but not always easy to answer. Those who are funding the train-should likewise be involved in developing the criteria. In other words, what do they expect to happen as a result of their investment in training? They are entitled to a response.

Conclusion

TRAINING: The development of manpower is crucial to the war on Poverty. There is much we still do not know about developing people, but we should try to use what has already proven valid. By viewing training as a total process, rather than just the conduct of classes, it is believed that the quality of training can be improved.

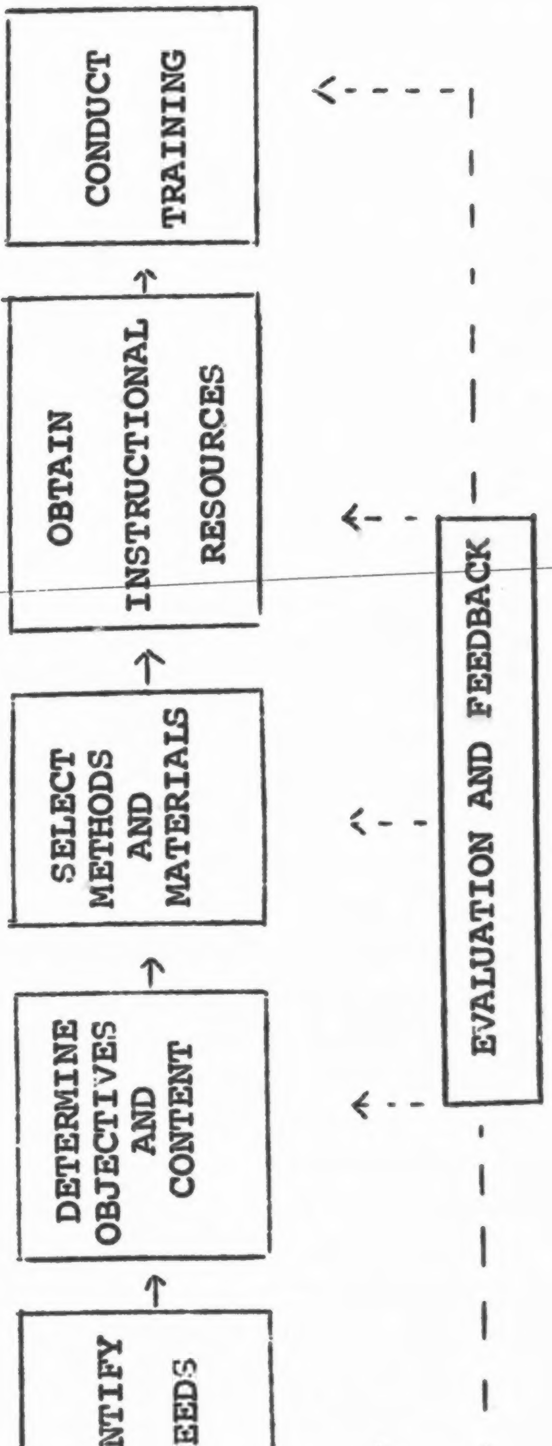
DEVELOP JOB STANDARDS
IDENTIFY NEEDS
DETERMINE OBJECTIVES AND CONTENT
SELECT METHODS AND MATERIALS
OBTAIN INSTRUCTIONAL RESOURCES
CONDUCT TRAINING
EVALUATION AND FEEDBACK

Fig. 1.--The Training Process

IN-SERVICE TRAINING FOR TEACHERS OF ADULTS[1]

Teachers of adults, like their students, come in all shapes, sizes, and varieties of previous educational experience. This vast range of talent, aptitudes and experience, which is generally found among teachers in public school adult education programs, presents a distinct challenge to the administrator. He must devise an in-service training program which will result in improved professional competencies on the part of all teachers, regardless of their backgrounds.

Although it is generally desirable to have a period of pre-service training, this is often impossible or impractical. This issue of Swap Shop will focus on the in-service aspects of the improvement of instruction which essentially means providing growth experiences for the teacher while he is in the midst of his teaching assignment.

WHERE TO BEGIN

Any in-service program should start with an analysis of the new information and skills the teachers need to perform their specific teaching assignment in adult education. How can training needs be identified? The following methods have been found helpful by many administrators and supervisors in public school adult education programs:

> observation of the teacher in his instructional situation--not just a "one-shot" ten-minute visit but several visitations so that the teacher can be observed under varying circumstances;

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[1] Taken from Administrators Swap Shop, NAPSAE, Vol. XIII, No. 1, October, 1966.

interview with the teacher to help him clarify his needs;

questionnaire designed to help the teacher identify his own needs;

group self-analysis with a selected group of teachers who might have some common needs. It is often helpful and reassuring to a teacher of adults to find that other teachers have needs which are similar to his.

In addition to this the administrator who has considerable experience in employing, supervising and counseling teachers of adults will have an additional basis for indicating some of the more apparent needs.

NEEDS OF NEW TEACHERS OF ADULTS

A new teacher of adults can be defined as a person with some previous teaching experience, but not with adults. Such a new teacher will probably have needs much like the following (it must be noted that the needs listed here are general; it is extremely important to find the needs of each individual teacher):

how adults learn--although we still need more research in this area, we do have some indications of how adult learning differs from that of children or young adults in elementary and secondary education. For example, the teacher of adults must know the effect of

(a) immediacy of adult needs
(b) usefulness of specialized teaching techniques
(c) self-direction as a motivational factor.

Life-cycle patterns of adults should be explored and understood much as child and adolescent psychology needs to be understood by teachers of youth. Physical characteristics of adults must be examined in light of their implications for learning.

role of the teacher-- the teacher of adults is often part of the learning group, guiding the learning transaction rather than teaching. What the adult student expects from the teacher and what the teacher has reason to hope for from the adult student need to be clarified. Since this teaching-learning process is literally a "transaction" (because adult students have had life experiences to draw upon), this must be clearly perceived, especially by new teachers.

techniques of adult learning--the range of techniques available can be overpowering, particularly to the new teacher who is attempting to become familiar with them and is trying to develop skills in many of them. From the administrator's viewpoint the importance is in seeing that the new teacher learn when to use a particular technique and know how it contributes to the learning situation.

NEEDS OF EXPERIENCED TEACHERS OF ADULTS

Some experienced teachers may have needs similar to those of newer teachers. However, after an adult has been teaching other adults, he sometimes finds areas in which he needs special help. Among these are:

involving students in planning--most teachers would subscribe to this concept, but then have difficulty in making it work. Often the curriculum has definite learning requirements. However, in most cases, the adult student can help plan what he will learn and how he will learn it. Even experienced teachers need training in involving their adult students in this planning. One way to give your staff actual experience would be to designate one of the instructors as "teacher" of a "class" (composed of the rest of the staff) which would plan the in-service training program. Members of the class could then take turns in leading the planning for each upcoming in-service session.

evaluation--if evaluation is a measurement of student growth and a scientific judgment as to the effectiveness of a program, it must start with planning. All of the available resources of the school system--psychologists, counselors and student personnel specialists--should be used in planning the evaluation process for the adult program. When evaluative data becomes available it should be provided to any responsible agency or person interested in the upgrading of the adult program. Teachers can be trained by testing specialists and by curriculum specialists to go beyond pencil and paper tests to provide adequate evaluation of the learning experience. Many instructors in such traditional areas of adult education as arts and crafts classes, Americanization, and vocational classes perhaps have not previously seen the need for developing an effective system of evaluation.

follow-up--even experienced teachers must be trained in certain elements of guidance and know-how to help their students move along in a planned sequence so that their learning experiences can be related to their life experiences and plans for further study. Follow-up and guidance are an integral part of the adult learning process, and the teacher must be trained in how these can be built into the total program.

PLANNING YOUR TRAINING

Training does not happen accidentally. It needs a pre-conceived plan to be effective. The administrator must cope with questions such as:

when should we train?--should it be on school time, or on the teacher's free time? A strong recommendation is that this should take place on school time and that teachers receive full pay during training sessions. This will give the in-service training the acceptance, dignity and attention which it deserves and needs. This means scheduling so as to provide minimal disruption to the on-going program, yet provide an in-service experience which improves the competency of the teachers. If in-service programs take place on a voluntary basis, without pay for teachers, and are arranged whenever they can be "squeezed in," they will have little value. They will further the progress-blocking concept of adult education as a peripheral activity rather than as a vital part of the mainstream of education.

how often?--the tendency is for the "one-shot" approach. This is unfortunate as it does not always respond to the needs of teachers at the time the needs are felt. A balance must be achieved between the in-service needs of the teacher and the on-going needs of the program. Within the course of any school year, there should be several opportunities for in-service training.

where?--taking trainees off to a "cultural island," a place completely removed from the school environment and perhaps from city life itself, has some advantages; the chief one being that it makes the training seem as if it were something extra-special. For most group learning of teachers, however, it might be more helpful to have it take place right in the school where adult education programs normally are held. Being placed "on the other side of the desk" has many learning implications for the teacher of adults.

TRAINING TECHNIQUES

As with any adult learning experience, the range of techniques available for in-service training is quite broad. The following are only some which have proven quite useful:

steering committee--this is a group of the teachers who help those responsible for training to plan the in-service experience. Obviously, the planning becomes in itself a learning experience.

small group activities--the use of small groups can provide material benefits in learning. This could be through the use of buzz groups or triads, small groups of three with one person serving as interviewer, one as the interviewee and one as the observer-recorder.

reading assignments--this combines the advantages of individual learning and group learning. It may start with providing reading materials (course content, curriculum information--not just bibliographies) to individual teachers based on their needs. Where several teachers have the same needs, and therefore the same materials, they should be provided with the opportunity to meet together and discuss the materials.

intervisitation--this allows a teacher to observe a colleague in action. The administrator can make provision for teachers to visit each other's classroom on an organized and prearranged basis. Such intervisitation can provide mutual help but must be carefully planned.

consultants--the administrator must use outside consultants with a large measure of caution. There are many good resources outside the school system, and good reason for using such resources. There are those individuals with the breadth of experience and the ability to share such experience, which can be beneficial. The usual errors in using such consultants are: (1) not enough time in briefing them on the particular needs of the teachers, and (2) the tendency to get the most out of the consultants by bringing in the largest group possible.

demonstration--the opportunities for demonstration have become greater with the use of closed-circuit television (CCTV) and video-tape recorders (VTR). By using these devices it is possible for a group of teachers to watch and pass critical judgments on actual teaching situations. It is even more important for a teacher to be able to watch himself actually teaching a class. Though these are both still rather expensive, indications are that the cost is coming down to a reasonable level and can be made even more attractive if several institutions share the same equipment. Video-tape recorders in particular are being offered at prices that many systems can afford to pay.

IDEAS THAT WORK: PRE AND IN-SERVICE TEACHER TRAINING

Ernest M. Roberts
ABE Teacher Trainer
Broward County, Florida

> School Days--School Days--Good Old Golden Rule Days.
> Reading and Writing and Arithmetic, Taught to the
> Tune of a Hickory Stick!

Would you believe this to be the unwritten, subconscious concept and objective of adult basic education in our country a few years ago? Would you believe this concept exists and is exemplified in many ABE classrooms throughout our country today? Yes! It is true. Only reading, writing, and arithmetic are taught in many ABE classrooms. To the tune of a hickory stick? Yes! The hickory stick being a facial or eye expression that screams disapproval, a harsh word or criticism spoken to an ABE student because he finds it difficult to hold his pencil properly or to understand a mathematical concept or because he cannot decipher a word from his reading text that is much too difficult for him anyway. The results? NO learning taking place--poor attendance patterns--and finally, Dropouts!

I vividly recall my first experience in adult basic education four years ago. A day-school co-worker who was working part-time as a basic skills teacher of adults asked if I were interested in teaching adults part-time. There is nothing to it and the money's good, he continued. Each student has an arithmetic workbook and a Reader's Digest Skill Builder. The student works the problems and the teacher checks the answers. He reads each story in his Skill Builder and writes answers to the questions at the end of each story. That is all there is to it. You're kidding! Well gee, you night school teachers really have it easy don't you?

M

Months later, I was approached again by a full-time adult education teacher. Finally I consented. I was to replace a teacher who had resigned due to illness. In that classroom I found students using reading and arithmetic materials three and four grade levels above their instructional level. No handwriting instruction at all. Science and Social Living did not exist. Something had to be done. By using an informal reading inventory for children, I found each student's instructional reading level and placed each student in the appropriate instructional group, made an arithmetic inventory and found students' skills and weaknesses.

My program needed a little "life," therefore I planned activities that would involve the whole group so as to give each individual a sense of worth and belonging. When a reading selection mentioned the Indians and Clay Pottery, we decided to make some in class during our break. I exerted all efforts to change the old text-book oriented type teaching to a more creative type wherein the students had an opportunity to draw from their personal daily living experiences. The use of motion pictures, film strips, resource persons, field trips and role playing made their learning more practical and immediately useful. I realized my adult students were fatigued from work during the day, and thought this approach to instruction would also make learning more fun. It was gratifying to hear such comments as "Now, learning is fun" and "Now school is different from my old school days." This resulted in increased enrollment and near perfect attendance.

Of what value has this adult teaching experience been to me? I could say that if it worked for me, why not let it work for other ABE teachers. It is with this basic belief that I tackle the things that should be done in adult basic education. How do we change the stagnant concept of only teaching reading, writing, and arithmetic in the ABE classroom? This can be done most effectively through pre and in-service teacher training. First however, you as teacher trainers must examine yourselves. Do you have a personal philosophy of Adult Basic Education? Are you skilled in teaching reading, writing, and arithmetic? Do you feel that undereducated adults need more than reading, writing, and arithmetic to become more functionally literate and better participating citizens? Do you have the courage to stick to your convictions? It is only after YOU are convinced of your belief that you are able to convince the teachers with whom you will come in contact.

Pre-Service Teacher Training in Broward County is conducted in the following manner:

Pre-service training consists of a minimum of 10 hours consumed in two hour sessions--usually with 3 or more teachers participating. These sessions comprise the following activities:

A. Understanding the psychological, sociological, and physiological characteristics of the adult learner.
B. Familiarization with objectives and curriculum for ABE.
C. Methods in establishing rapport with students.
D. Teacher-student: student-teacher relationship.
E. Use of audio-visual materials and equipment.
F. Use of resource persons and field trips.
G. The "change of pace" activity.
H. Making lesson plans and scheduling subject matter.
I. How to keep monthly attendance forms.
J. Grouping students for instruction.
K. Methods in finding and teaching the ABE student on his instructional reading level.
L. Methods in teaching communication skills.
M. Methods in teaching mathematics and other knowledges necessary for better living.
N. Classroom observation during a class session.
O. Selection of materials and supplies for classroom use.

Many techniques and methods are employed during these pre-service training sessions in order to create a relaxed atmosphere and provide practical realistic experiences for the new teacher. Some of these are:

Role playing

To find a possible solution to anticipated problems on the first class night
To demonstrate a specific technique in

teaching a particular skill
To demonstrate the teaching of reading to a class with varied instructional levels.

Group work

To explore a short story finding all possible ways to plan for teaching word attack skills, library and other related activities and to extend the student's vocabulary and reading interest from that particular story.
To explore methods in teaching other skills necessary for better living.

Video and tape recorder

To evaluate taped interviews of "adult drop-outs" to determine their implications for teaching.
To evaluate role playing situations (teachers').

Demonstrations

To demonstrate methods in teaching writing, spelling, science, social studies, etc.

The following is a breakdown of the Pre-Service Training Program:

First Training Session

Time: 120 minutes

I. Purpose of Teacher-Training

II. Purpose of General Adult Education (In Broward County)

III. Identification with The Undereducated Adult

- A. Buzz Session
  Topic: How does the background and psychology of the undereducated adult affect the teaching/learning process?
- B. Role Playing Situations

IV. Counseling and Testing in the Adult Program

V. Overview of Curriculum (Review and Discuss)

VI. Assign Teaching Tasks for Second Session

A. Prepare demonstrations for 10 minute presentations (where applicable)
1. Reading
2. English
3. Mathematics
4. Social Studies
5. Science
6. Citizenship
7. Writing
8. Better Living Skills
9. English for The Foreign Born
10. English Improvement-Vocabulary Development

(Allocate time for Selecting Materials for Teaching Demonstrations)

VII. Evaluation of Session No. I and Introduction of Session No. II.

Second Training Session

Time: 120 Minutes

I. Trainees Teaching Demonstrations

A. Presentations
B. Discussion

II. Understanding The Curriculum

A. Content Wise
B. In connection with Adult Learners
C. Use of Resource Persons and Field Trips
D. The Change of Pace Activity

III. Demonstration

"How to Administer the Informal Reading Inventory for Adults" or Botel Reading Inventory (If Applicable)

IV. Guided Tour of Material Center

A. Explain possible uses in class
B. Levels for Instructional Purposes
C. Systems and Publishers

V. Evaluation of Training Session No. 2 and Introduction of Session No. 3

Third Training Session

Time: 120 Minutes

I. Forms Used In Program (Attendance, Lesson Plans, Materials, etc.)

A. How to Fill Out
B. When Forms Are Due

II. How to Use A-V Equipment (Provide Practice)

III. Evaluation of Session No. 3 and Introduction for Session No. 4

A. Assignments for Observation

Fourth Training Session

Time: Two-Three Hours

I. Classroom Observation

II. Evaluation

In-Service Teacher Training

In-Service Teacher Training is conducted in small groups as the need arises--usually if a similar teaching weakness is detected in three or more teachers. In other instances however, general ABE teachers attend in-service meetings to discuss problems encountered in the classroom, to share successes, to discuss ways to better meet the needs of students, and to receive instruction in effective use of teaching materials.

The Adult Basic Education Staff from the Florida State Department of Education has aided us immeasurably in setting up and conducting our local in-service training institutes. The following is a design of one of our local in-service two-day institutes.

Friday Evening (7:00-10:00)

TOPIC: "Methods and Techniques in Teaching Reading to Adults."

7:00	Opening Remarks and Introductions
7:10	The Signs of Revolution in ABE in Broward County
7:20	Teaching in Adult Basic Education
7:50	Demonstration (Finding the Instructional Reading Level)
8:00	Explanation of Reading Demonstrations

(20 Minutes for Each Session)

Group I	Comprehension Skills
Group II	Word Recognition Skills
Group III	Vocabulary Building Skills
Group IV	Location and Organizing Skills
Group V	Functional, Informational and Recreational Reading

9:50 General Session

Remarks

9:55 Announcements and Adjourn

Saturday Morning (8:30-12:00

TOPIC: "The Curriculum and Its Implementation"

8:30 General Session

Proper Utilization of the Curriculum

8:50 Explanation of Demonstrations To Be Given

(30 Minutes for Each Session)

Group I	Oral Communication
Group II	Written Communication
Group III	Arithmetic Concepts
Group IV	Citizenship Responsibilities
Group V	Better Living Skills

11:30 General Session

Demonstration Summation
The Importance of Audio-Visual Aids in Instruction

11:50 Closing Remarks and Adjourn

Note: Institute participants were assigned to a group which rotated at timed intervals. Demonstrations were performed by the best ABE teachers in our program. This gave the participants an opportunity to see good teaching methods, new ideas being used, proper use of curriculum materials, etc. Time was permitted for questions and answers in each group.

Teacher Trainers--hopefully, through continuously encouraging teachers to design original materials to meet the needs of individual students, and by making regular classroom visitations, the various basic education systems and materials will be used with maximum efficiency thereby resulting in devoted students, learning to become better informed participating citizens of our community, city, state, country, and world.

Vl. APPENDICES

INFORMATIONAL LETTER SENT TO PARTICIPANTS PRIOR TO INSTITUTE

To: Participants in the 1967 Summer Regional Teacher Training Institute at Florida State University

From: Irwin R. Jahns, Program Director

Subject: Institute Program

We would like to take this opportunity to welcome you to the Regional ABE Institute being held at Florida State University. An excellent staff has been assembled and an outstanding program organized to provide you a summer learning opportunity you will long remember and cherish.

Several people have written and asked for information about the program. Since you will also likely be interested, we have enclosed a description of the program. Needless to say, you will have more complete information upon your arrival here on July 9th.

A WORD OF WARNING! The Institute staff sincerely believes this summer institute is only as good a learning experience as participants let it be. We don't believe much effective learning can take place if participants are only passive observers.

Before you leave home you can begin preparing for the institute. Identify 3-4-5 questions you want answered or problems for which you want to find solutions while at F.S.U. With over 100 experienced teachers and administrators attending the Institute, in addition to an excellent instructional staff, you should be able to find the help you want.

In other words, come prepared to participate. This is the only way for you to find the answers you are looking for. And, other people will be able to learn from the many good ABE related experiences you have had.

We are looking forward to meeting you in July. Have a safe journey to Tallahassee.

s/ Irwin R. Jahns

IRJ:mmc

Enc.

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Summer, 1967

PRE-POST TEST GIVEN TO INSTITUTE PARTICIPANTS

Read carefully each of the questions below. For each question check the most adequate answer or answers. In each case one or more of the answers may be appropriate.

1. How many functional illiterate adults (below 4th grade level) are there in the United States?

_____(a) Fewer than 9 million
_____(b) 10-15 million
_____(c) 16-20 million
_____(d) 21-25 million

2. The values of undereducated adults

_____(a) Are completely different from middle-class society
_____(b) Are as varied among the undereducated as they are between the under and higher educated groups in society
_____(c) Are inappropriate in American society

3. The ABE curriculum should focus upon

_____(a) Reading, writing and computation
_____(b) Citizenship education
_____(c) Family life education
_____(d) Pre-vocational education
_____(e) Health education
_____(f) All of the above

4. A functional illiterate reads below readability level

_____(a) 1
_____(b) 7
_____(c) 2
_____(d) 3

5. A test devised especially for appraising the reading abilities of adults is the

____(a) Metropolitan
____(b) ABLE
____(c) Stanford
____(d) Gray-Votaw Rogers

6. The primary aim of skills teaching should be that it is

____(a) Functional
____(b) Theoretical
____(c) Concrete
____(d) Curriculum based

7. As compared to children, adults learn to read

____(a) Slower
____(b) The same
____(c) Faster
____(d) No relation

8. In selecting materials and methods for teacher-training:

____(a) Form should determine function
____(b) Form and function need not be considered
____(c) The instructor must be given complete freedom to choose
____(d) Function should determine form
____(e) Cost is a determining factor

9. The ABE curriculum

____(a) Should be directed at advancing students to the point at which they can enroll in a GED program
____(b) Should be directed at advancing students to the point at which they can enroll in a vocational education program
____(c) Should be directed at helping individual students make a better adjustment to the social and economic circumstance in which they live
____(d) Should be directed toward advancing students to an eighth grade education

10. Which of the following represent potential sources of funds for ABE?

____(a) State Technical Services Act
____(b) Economic Opportunity Act
____(c) Smith-Lever Act
____(d) Higher Education Act of 1965
____(e) Elementary and Secondary Education Act
____(f) Library Services and Construction Act of 1964
____(g) The Manpower Development and Training Act of 1962 and the Manpower Act of 1965

11. The following characteristics adequately describe the undereducated adult:

____(a) Have few, if any, long range goals
____(b) Have few physical disabilities
____(c) Tend to suffer from hypertension
____(d) Have poor images of themselves as learners
____(e) Are threatened by an academic experience
____(f) Possess the same learning skills as do adults at higher educational levels
____(g) Have a limited view of how they might personally benefit from education
____(h) Has narrow range of past experience which to draw upon
____(i) Are seeking to satisfy the same level of needs as are adults at higher educational levels
____(j) Have about the same social participation patterns as do middle-class adults

12. ABE covers levels

____(a) 1-4
____(b) 1-6
____(c) 1-7
____(d) 1-5

13. Objectives of an ABE teacher-training program:

____(a) Should be set by the ABE student to provide for the maximum involvement of the learner
____(b) Must be vague as there is much we do not know about ABE
____(c) Should relate to the specific behavior desired as an outcome of the training
____(d) Are available from the U. S. Office of Education
____(e) Can be found in materials available from publishers of ABE materials

14. Objectives which guide the development, implementation of ABE programs:

____(a) Often conflict
____(b) Are concise and clearly stated
____(c) Have little to do with what happens in the classroom
____(d) Are relatively unimportant in evaluating program results

15. Policies and philosophy of an educational agency:

____(a) Helps to screen educational need
____(b) Helps an agency to retain flexibility
____(c) Helps personnel of that agency answer questions posed by the public
____(d) Are synonymous with educational objectives

16. Undereducated adults:

____(a) Have a realistic interpretation of their ability
____(b) Are likely to overestimate their abilities
____(c) Are likely to underestimate their abilities

17. The following should be considered in developing a quality ABE program:

____(a) The disparity between the existing behaviors and ideal behaviors of students
____(b) Selecting teachers who are well experienced in teaching basic skills to youth
____(c) Selecting teachers who have prior experience in adult education

(continued next page)

____(d) Starting where the students are using existing habits legitimizes and power structure
____(e) Adhering to prescribed teaching procedures and recognized materials
____(f) Involving participants in planning
____(g) Using a variety of techniques in identifying students' needs
____(h) Building a certain amount of stress into the learning situation
____(i) Using human and physical resources with which participants identify
____(j) Conducts separate in-service programs for teachers and teacher aides
____(k) More emphasis should be given to pacing the class than to individualizing instruction
____(l) The most emphasis should be given to cognitive type learning objectives
____(m) Evaluation should start during the final stages of the program

18. A teacher-made kit should be designed to teach

____(a) General skills
____(b) Comprehension skills
____(c) Word attack skills
____(d) Specific skills

19. At the instructional level the student knows what percentage of the running words?

____(a) 75
____(b) 80
____(c) 90
____(d) 95

20. In organizing a teacher training program for teachers of ABE, job standards should be developed by:

____(a) The teacher
____(b) The ABE student
____(c) The State Department of Education, Public Instruction, or similar agency
____(d) The person responsible for the training program, with the assistance of other concerned persons
____(e) The U. S. Office of Education

21. Which of the following best describes methods?

____(a) Methods are the specific behaviors the teacher uses in relating to the student
____(b) Methods provide the broad framework within which the teacher operates
____(c) Methods include everything the teacher does in the classroom
____(d) Methods dictate the content of the program

22. Program development includes

____(a) Planning, implementation, methodology and evaluation
____(b) Planning, implementation and evaluation
____(c) Planning and implementation
____(d) Planning and methodology

23. In establishing a community ABE program the following agencies could serve as important informational sources.

____(a) Public schools
____(b) County Health Department
____(c) Welfare Agencies
____(d) Employment Service
____(e) Cooperative Extension Service

24. The range of reading levels within an average ABE class tends to be at least

____(a) One grade
____(b) Ten grades
____(c) Three grades
____(d) Four grades

25. There are many good commercial materials for ABE on the market today, consequently,

____(a) Teachers need not be concerned about preparing their own materials
____(b) Commercial materials should be used to supplement teacher made materials
____(c) Teacher made materials should be used to supplement commercial materials

26. To identify the training needs of teachers in ABE:

____(a) An appropriate research design must be developed and a professional research staff utilized
____(b) The ABE student should be the basic source of data
____(c) The U. S. Office of Education should be consulted
____(d) Data should be collected to reflect the specific needs of the teachers in your program
____(e) The literature and research can provide the data on needs

27. "To alleviate the causes and consequences of poverty" is an example of

____(a) A teaching objective
____(b) A program objective
____(c) An institutional objective
____(d) A National or societal objective

28. Three of several approaches that can be used in observing classroom behavior include:

____(a) Observing task orientation, socio-emotional climate, and group interaction
____(b) Observing dependence, fight-flight, and pairing behavior
____(c) Observing group interaction, group maintenance and group effort
____(d) Observing teacher behavior, student behavior and teacher-student interaction

29. The following criteria should be used in selecting or preparing materials:

____(a) Content is relevant to the interests and needs of the students
____(b) Difficulty level should be two grade levels above grade level of students
____(c) The instructional level falls between the recreational level and frustrational level

30. Programmed instruction is best used to teach

____(a) Specific skills
____(b) General knowledge
____(c) Phonics
____(d) Comprehension

31. Content of the ABE Curriculum

____(a) Should be the same across the country to provide uniform criteria for assessing its results
____(b) Should be designed by experts on University and State Department staffs
____(c) Should be uniform within a given school district to maximize efficiency and facilitate supervision

32. The first step in kit building is to

____(a) List skills
____(b) List students
____(c) List objectives
____(d) List evaluation techniques

33. Which of the following describe techniques?

____(a) Techniques are the procedures used by the instructional staff in relating themselves to their students
____(b) Techniques refers primarily to the use of audio-visual devices
____(c) Techniques provide the broad framework within which the teacher operates.

SUGGESTED READINGS FOR TOPICAL AREAS INCLUDED IN THE INSTITUTE PROGRAM

Philosophy and Social Purpose

1. "Objectives and Operation of the Adult Basic Education Program," Misc. Handout.
2. Lanning and Many, Basic Education for Disadvantaged Adults, pp. 4-10; 56-62; 134-190.
3. Weisbrod, The Economics of Poverty, pp. 29-42.
4. Proceedings: 1966, pp. 52-60.
5. Garrett, "Educating Adults from Culturally and Economically Depressed Environments," Adult Leadership, February, 1966.
6. Bergevin, A Philosophy for Adult Education.

Attributes of the Target Audience

1. Verner and Booth, Adult Education, pp. 18-33.
2. Lanning and Many, Basic Education for Disadvantaged Adults, pp. 87-110.
3. Proceedings: 1965, pp. 57-64.
4. Proceedings, 1966, pp. 1-2; 18-24; 26-27; 32-42.
5. Fay, "Psychological Characteristics Affecting Adult Learning," Adult Leadership, December, 1964.
6. NAPSAE, A Guide for Teacher Trainers in Adult Basic Education, VI-38 to VI-39.
7. Neff, Adult Basic Education Seminar Guide, pp. 13-23.

Planning, Organization and Evaluation of ABE Programs

A. Program Development
   1. Boone and Quinn, Curriculum Development in Adult Basic Education, Preface; pp. 1-2, 35-37.
   2. Verner and Booth, Adult Education, pp. 50-67.

Planning, Organization and Evaluation of ABE Programs, Continued.

B. Program Objectives
  1. Boone and Quinn, Curriculum Development in Adult Basic Education, pp. 3-14.
  2. "Instructional Objectives: One Approach to Definition," Misc. Handout.

C. Program Content
  1. Proceedings: 1966, pp. 69-72.
  2. Curriculum Guide: Intermediate Level, pp. 6-117.
  3. Curriculum Guide: Beginning Level.
  4. NAPSAE, A Guide for Teacher Trainers in Adult Basic Education, pp. 111-2 to 111-49.
  5. Neff, Adult Basic Education Seminar Guide, p. 12; pp. 24-67.
  6. "Curriculum Guide and Resource Units for Personal and Family Development in Adult Basic Education," Misc. Handout.

D. Learning Experiences
  1. Boone and Quinn, Curriculum Development in Adult Basic Education, pp. 15-28.
  2. Verner and Booth, Adult Education, pp. 68-86; 87-90.
  3. Proceedings: 1966, pp. 43-51.
  4. Lanning and Many, Basic Education for Disadvantaged Adults, pp. 344-346.
  5. Neff, Adult Basic Education Seminar Guide, pp. 68-86.

E. Program Evaluation
  1. Boone and Quinn, Curriculum Development in Adult Basic Education, pp. 29-34.
  2. Verner and Booth, Adult Education, pp. 91-105.
  3. Lanning and Many, Basic Education for Disadvantaged Adults, pp. 309-314.

Basic Skills

A. Teaching Skills and Instructional Techniques
  1. Smith and Mason, Teaching Reading in Adult Basic Education, pp. 1-49.

Basic Skills, Continued

2. Hand and Puder, An Overview of Methods and Techniques in Adult Literacy and Adult Basic Education, pp. 1-14.
3. Wallace, Literacy Instructor's Handbook, pp. 69-114.
4. Lanning and Many, Basic Education for Disadvantaged Adults, pp. 193-253.
5. Proceedings: 1966, pp. 81-88; 95-105.
6. Curriculum Guide: Intermediate Level, pp. 120-128; 130-166; 167-174.
7. NAPSAE, A Guide for Teacher Trainers in Adult Basic Education, pp. III-2 to III-49; V-2 to V-28.
8. Neff, Adult Basic Education Seminar Guide, pp. 68-96.

B. Materials

1. USOE and NUEA, Bibliography of Materials for the Adult Basic Education Students.
2. "How to Rewrite Materials for Students," Misc. Handout.
3. Lanning and Many, Basic Education for Disadvantaged Adults, pp. 253-258; 266-276.
4. Proceedings: 1966, pp. 89-94.
5. Curriculum Guide: Intermediate Level, pp. 178-193.
6. NAPSAE, A Guide for Teacher Trainers in Adult Basic Education, pp. IV-2 to IV-19.

Educational Technology and Audio-visual Aides

1. USOE and NUEA, Educational Technology: Preparation and Use in Adult Basic Education Programs. Misc. Handout.
2. Proceedings: 1966, pp. 73-80.
3. Schramm, W., "Note on Programmed Instruction," Instructional Journal of Adult and Youth Education, Vol. 16, No. 1, 1964, pp. 28-32. (Not in Institute Library)

Educational Technology and Audio-visual Aides, Continued

4. West, L. J., "Programmed Instruction and Teaching Machines," National Business Education Yearbook, Vol. 3, 1965, pp. 45-65. (Not in Institute library)
5. Herb Nichols, "Techniques for Recording Behavior with the Video Tape Recorder," Lab World/Film World, August, 1966. Misc. Handout.

Organization, Policy and Procedure of Adult Education

1. NAPSAE, Public School Adult Education: A Guide for Administrators.
2. McKean and Mills, The Supervisor.
3. Miller, Perspectives on Educational Change.
4. Watson, Change in School Systems.

State and Local Resources for the ABE Program

1. Proceedings: 1965, pp. 82-94; 98-111.
2. NAPSAE, A Guide for Teacher Trainers in Adult Basic Education, VI-2 to VI-20.
3. Pearl and Riessman, New Careers for the Poor.

Teacher Training

1. Verner and Booth, Adult Education, pp. 34-42.
2. Proceedings: 1966, pp. 139-149.
3. NAPSAE, A Guide for Teacher Trainers in Adult Basic Education, pp. I-1 to I-35.
4. NAPSAE, "In-Service Training for Teachers of Adults," Misc. Handout.

SUGGESTED SOURCES FOR FREE MATERIALS USEFUL IN ADULT BASIC EDUCATION CLASSROOMS

1. Pemex Travel Club
   Avenida Juarez, 89
   Mexico D.F., Mexico

   "Mexico's Costumes and Dances"

2. Television Information Officer
   Department EPS
   666 Fifth Avenue
   New York, New York 10019

   "Television and the Child"
   "Mass Media - The - Their Impact on Children and Family Life"

3. Merrill Books, Inc.
   1300 Alum Creek Drive
   Columbus, Ohio 43216

   "Spanish through Folklore"
   "Write and Enjoy It"
   "Reading Skill Development"
   "Books for Beginning Readers--an Appraisal"

4. Pfizer and Company
   Educational Services Department
   236 East 42nd Street
   New York, New York 10017

   "Your Career Opportunities in the Hospital"

5. Tangley Oaks Educational Center
   The United Educators, Inc.
   Lake Bluff, Illinois 60044

   "Careers"
   "Listening"

6. New York Life Insurance Company
Career Information Service
Box 51, Madison Square Station
New York, New York 10010

57 Booklets on Career Planning

7. American Automobile Association
1712 G Street N. W.
Washington, D. C.

"Otto the Auto Series"
"Traffic Safety Guide"

8. Association of American Railroads
Educational and Group Relations
830 Transportation Building
Washington, D. C. 20006

"Teachers' Kit for a Study of Railroad Transportation"

9. Lyons and Carnahan
407 East 25th Street
Chicago, Illinois 60616

"Developing the Ability to Read Critically"

10. New York State Department of Mental Hygiene
Office of Public Relations
119 Washington Avenue
Albany, New York 12225

"Haunted House"

11. U. S. Department of Agriculture
Soil Conservation Service
Washington, D. C. 20250

"Conquest of the Land Through 7,000 Years AB99"

12. Sun Life Assurance Company of Canada
Values in Education
One North LaSalle Street
Chicago, Illinois 60602

"New Horizons for Leisure Time"

13. Freedoms Foundation at Valley Forge
Valley Forge, Pennsylvania 19481

"Freedoms Foundation"

14. U. S. National Commission for UNESCO
Department of State
Washington, D. C. 20020

"Human Rights are for Everyone"

15. Social Security Administration
Office of Information
6401 Security Building
Baltimore Maryland, 21235

"A Harvest of Hope"
"Un Fruto de Esperanza"
"Your Social Security"
"Social Security Record Book"
"Joe Wheeler Finds a Job"

THIRD WEEKLY EVALUATION FORM

Part I. Listed below are the programs which have been presented the third week of the Institute. Please indicate your evaluation by circling the appropriate number.

Topic 23--"Teacher Training: Design and Techniques"--
Nadler

Content		Presentation	
Highly Useful	1	Excellent	1
Useful	2	Good	2
Of Little Use	3	Fair	3
Of No Use	4	Poor	4

Comments and/or suggestions for improving the content or the presentation (Use back of this paper if necessary)

____

____

____

Topic 24--"Structuring Teacher Training"--Nadler

Content		Presentation	
Highly Useful	1	Excellent	1
Useful	2	Good	2
Of Little Use	3	Fair	3
Of No Use	4	Poor	4

Comments and/or suggestions for improving the content or the presentation (use back of this paper if necessary)

____

____

____

Topic 25--"Ideas That Work: Pre- and In-Service Teacher Training"--Roberts

Content		Presentation	
Highly Useful	1	Excellent	1
Useful	2	Good	2
Of Little Use	3	Fair	3
Of No Use	4	Poor	4

Comments and/or suggestions for improving the content or the presentation (Use back of this paper if necessary)

Topic 26--"Principles of Program Development"--Schroeder

Content		Presentation	
Highly Useful	1	Excellent	1
Useful	2	Good	2
Of Little Use	3	Fair	3
Of No Use	4	Poor	4

Comments and/or suggestions for improving the content or the presentation (Use back of this paper if necessary)

Topic 27--"How ABE Fits into Adult Education"--Pitchell

Content		Presentation	
Highly Useful	1	Excellent	1
Useful	2	Good	2
Of Little Use	3	Fair	3
Of No Use	4	Poor	4

Comments and/or suggestions for improving the content or the presentation (Use back of this paper if necessary)

Topic 28--"Organization of ABE in Home State"

Content

Highly Useful	1
Useful	2
Of Little Use	3
Of No Use	4

Comments and/or suggestions for improving the content or the presentation (Use back of this paper if necessary)

Topic 29--"Evaluation of ABE Programs and Program Components"--Aker

Content		Presentation	
Highly Useful	1	Excellent	1
Useful	2	Good	2
Of Little Use	3	Fair	3
Of No Use	4	Poor	4

Comments and/or suggestions for improving the content or the presentation (Use back of this paper if necessary)

Part II. Please indicate your evaluation of the following:

1) Visit to CAI Center		2) Visit to Audio-Visual Center	
Highly Useful	1	Highly Useful	1
Useful	2	Useful	2
Of Little Use	3	Of Little Use	3
Of No Use	4	Of No Use	4

3) Commercial Exhibits in Osceola Hall

Highly Useful	1
Useful	2
Of Little Use	3
Of No Use	4

Add Comments and/or suggestions ______________________________
____
____

Part III.

1) In terms of its usefulness to you in your work in ABE, list the three subject areas covered in the Institute which you consider to be most important. ________________
____
____
____

2) List the three subject areas which you consider to be of least importance. _________________________________
____
____

3) List any additional subjects you believe should be added to the Institute program. __________________________
____
____

4) List the 3 speakers who were most effective in their presentations. ____________________________________
____
____

5) What is your general reaction to the program schedule?
____
____
____

6) How do you feel about the general atmosphere of the Institute? ______________________________
____
____

7) Do you believe more emphasis should be placed on those skills and attributes relevant to:

More Emphasis	Same Emphasis	Less Emphasis	
________	________	________	a) Teachers
________	________	________	b) Teacher-trainers
________	________	________	c) Administrators and/or Supervisors?

8) To what extent have you had the opportunity to share your ideas and experiences with other Institute participants? Check on scale below.

0 1 2 3 4 5 6 7 8 9 10
None Excellent

9) To what extent has the Institute answered the questions relative to your work in ABE? Check on scale below.

0 1 2 3 4 5 6 7 8 9 10
None Excellent

10) To what extent could the methods and techniques used in the Institute be of use to you in your local ABE program? Check on scale below.

0 1 2 3 4 5 6 7 8 9 10
None Excellent

Part IV.

Expanding your reactions with brief comments will assist us in improving the arrangements for future Institute participants. Please comment on items listed and add additional items if desired.

1) Housing

Room arrangement
Ventilation
Lighting

____
____
____

2) Food

Quality
Quantity
Serving schedule

____
____
____

3) Services

Maid
Telephone
Messages
Parking

____
____
____

4) Payment Schedule. Which forms were confusing?

Travel forms ________
Stipend forms _______
Other ________________
How can they be improved?

____
____
____

5) How can the Administration and Management of the Institute be improved?

6) Overall Rating

	Administration and Management	Program Content	Program Schedule	Program Speakers
Excellent	1	1	1	1
Good	2	2	2	2
Fair	3	3	3	3
Poor	4	4	4	4

7) Add any additional comments or suggestions:

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